DOCUMENT RESUME

ED 376 676 EC 303 506

AUTHOR	Browning, Philip L.; And Others
TITLE	Disabled Youth in Transition: A Literature Resource. Document #1.
INSTITUTION	Auburn Univ., AL. Dept. of Rehabilitation and Special Education.
PUB DATE	91
NOTE	72p.
AVAILABLE FROM	Auburn University, 1234 Haley Center, Auburn, AL 36849-5226 ($3).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Education; *Disabilities; *Education Work Relationship; High Schools; Independent Living; Postsecondary Education; Program Descriptions; Services; Student Evaluation; *Transitional Programs; Vocational Education
IDENTIFIERS	Functional Assessment

ABSTRACT

This annotated bibliography describes over 200 books, journal articles, digests, curricula, and monographs on the transition of youth with disabilities to work, community living, and postsecondary education. Resources are listed alphabetically by author within the following categories: (1) basic information on transition, (2) vocational/career development, (3) community/independent living, (4) functional assessment, (5) functional curriculum and instruction, (6) programs and services, (7) research, and (8) other information resources (including books, directories, special journal issues, federally funded projects, other bibliographies, and publications of the National Transition Institute in Illinois). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 676

9198

DISABLED YOUTH IN TRANSITION

A Literature Resource

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Phyllis L. Brawley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

EC 303506

BEST COPY AVAILABLE

DISABLED YOUTH

IN

TRANSITION

• • • •

A Literature Resource

Philip L. Browning, Ph.D.
Clarence E. Brown, Ph.D.
&
Karen Wenk

DOCUMENT #1

A PROGRAM FOR THE STUDY ON DISABILITY
Department of Rehabilitation and Special Education
College of Education
Auburn University
Auburn, AL 36849-5226

(205) 344-3554

Auburn University is an equal opportunity educational institution and employer

TABLE OF CONTENTS

A FOUNDATION IN TRANSITION 1

A VOCATIONAL-CAREER FRAME OF REFERENCE 9

A COMMUNITY-INDEPENDENT LIVING FRAME OF REFERENCE 13

FUNCTIONAL ASSESSMENT IN TRANSITION 19

- GENERAL CONSIDERATIONS 19
- VOCATIONAL-CAREER CONSIDERATIONS 22
- COMMUNITY-INDEPENDENT LIVING CONSIDERATIONS 27

FUNCTIONAL CURRICULUM/INSTRUCTION IN TRANSITION 29

- GENERAL CONSIDERATIONS 29
- VOCATIONAL-CAREER CONSIDERATIONS 33
- COMMUNITY-INDEPENDENT LIVING CONSIDERATIONS 37

PROGRAMS/SERVICES IN TRANSITION 41

- GENERAL CONSIDERATIONS 41
- PERSONNEL CONSIDERATIONS 48
- INTERAGENCY CONSIDERATIONS 50

RESEARCH ON TRANSITION 53

- GENERAL (SELECT) CITATIONS 53
- FOLLOW-UP, FOLLOW-ALONG STUDIES 54
- NATIONAL PROFILES 56

INFORMATION RESOURCES ON TRANSITION 59

- BOOKS 59
- DIRECTORIES 62
- JOURNAL (SPECIAL) ISSUES 63
- FEDERALLY FUNDED PROJECTS 66
- LITERATURE DOCUMENTS 67
- NATIONAL TRANSITION INSTITUTE 68

A FOUNDATION IN TRANSITION

Berkell, D. E., & Brown, J. M. (1989). Transition from school to work for persons with disabilities. New York: Longman.

Contributing authors address major issues concerning the transition process, and review how current practices and trends affect clients, professionals, and families. The titles of the eight chapters and epilogue are:

1. The Concept of Transition: Historical and Current Developments
2. Lifelong Career Development
3. Economics of Transition
4. Identification, Assessment, and Placement of Persons Needing Transition Assistance
5. Educator's Role in the Transition Process
6. Collaboration Among Clients, Families, and Service Providers
7. Job Developing, Placement, and Follow-up Services
8. Factors Affecting Employers' Roles in the School-to-Work Transition of Persons with Disabilities

   Epilogue: Analysis and Synthesis of Transition Issues

Brown, J. M., & Kayser, T. F. (Eds.) (1981). Transitioning special needs students into postsecondary vocational programs. [Special Issue]. Career Development for Exceptional Individuals, 4(Summer).

This special journal issue focuses on the transition process and issues and questions regarding its efficacy. In addition, the compilation of papers, which resulted from a national symposium, this special journal covers a wide range of topics including major issues, goals, and suggestions for future research directions in transition. The titles of the articles are:

1. Articulation: Enhancing Special Needs Students' Transitions From Secondary to Postsecondary Vocational Education Programs
2. Does the Federal Vocational Education Legal Framework Hinder the delivery of Programs for Special Needs Populations?
3. Some Future Legal Issues for Special Needs Populations
4. Problems Associated with Handicapped Individuals' Accessing Education, Training, and Employment Programs: A National Perspective
5. IEPs as Articulation Facilitators

Cipani, E. (Ed.) (1988). Transitioning exceptional children and youth into the community: Research and practice. [Special Issue]. Child & Youth Services, 10(2).

This special issue has seven articles divided into three major sections: (a) Overview, (b) Issues in Assessment and Training, and (c) Theory, Research, and Practice. The titles for five of the seven articles are:

- Historical and Philosophical Issues in Normalization of Handicapped Individuals
- Measurement of Adaptive Behavior: Origins, Trends, and Issues
- Functional Skills and Behavior Technology: Identifying What to Train and How to Train it
- Teaching and Training Relevant Community Skills to Mentally Retarded Persons
- Research and Practice in Three Areas of Social Competence: Social Assertion, Interviewing Skills, and Conversational Ability

Clark, G. M., & Kolstoe, O. P. (1990). Career development and transition education for adolescents with disabilities. Boston: Allyn and Bacon.

Drs. Clark and Kolstoe have authored a comprehensive book on the topic of career development and transition education for adolescents with disabilities. The book is divided into 12 chapters, the titles of which are:

1. Secondary Special Education in Perspective
2. A Proposed Secondary Special Education Model
3. Participants in High School Programs for Special Students
4. Assessment in Secondary Special Education
5. Program Guidelines
6. Methods and Materials
7. Prevocational and Occupational Planning
8. Job Placement, Training, and Supervision
9. Career Guidance and Counseling
10. Referrals, Referral Sources, and Interagency Linkages
11. Transition of Students from School to Adult Independent Living
12. Trends and Issues

Clarke, G. M., & Knowlton, H. E. (Eds.) (1987). From school to adult living: A forum on issues and trends. Exceptional Children, 53(6), 546-554.

Four major contributors presented their personal views on the conceptualization and implementation of transition programming. The questions posed to these representative spokespersons were developed by the quest editors from ideas and concerns that surfaced in the manuscripts submitted for this special issue. Each

contributor received a set of questions and each question was given to at least two contributors. In summary, their responses to a number of critical questions reflect both a range of positions as well as some consensus regarding the importance of the issues and trends in the field.

Clark, G. M., & Knowlton, H. E. (1987). The transition from school to adult life. [Special Issue]. Exceptional Children, 53(6).

This special issue has eleven articles divided into three major sections: (a) Models, Programs, and Data, (b) Cooperative Interagency Planning and Collaboration, and (c) Perspectives on Transition. The titles of the eleven articles are:

1. Secondary Special Education and Transition from School to Work: A National Priority
2. Implementing Federal Transition Initiatives for Youths with Severe Handicaps: The Utah Community-Based Transition Project
3. Adaptability Instruction: The Goal of Transitional Programming
4. Transition Services for Secondary Students with Mild Disabilities: A Statewide Perspective
5. Findings from the STETS Transitional Employment Demonstration
6. Meeting the Challenge of Transition Service Planning Through Improved Interagency Cooperation
7. The School and Community Partnership: Planning Transition for Students with Severe Handicaps
8. Assessing Transition Services for Handicapped Youth: A Cooperative Interagency Approach
9. From School to Adult Living: A Forum on Issues and Trends
10. Secondary Programs in Special Education: Are Many of them Justifiable?
11. Transition Issues for the 1990s.

Corthell, D., & VanBoskirk, C. (1984). The continuum of services: School to work. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

This document is the result of the Eleventh Institute on Rehabilitation Issues. There are seven parts to this school-to-work study monograph, the titles of which are: (a) Overview, (b) Historical and Legislative Background, (c) The Process (from school to work), (d) Team Building, (e) Dynamics of Change, (f) Elements of Change, and (g) Unresolved Issues.

Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable? Exceptional Children, 53(6), 555-561.

The national emphasis on transition from school-to-work and the community has resulted in a close scrutiny of the outcomes of special education. Unfortunately, large numbers of mildly handicapped students are dropping out of school and high school graduates are earning very low salaries. In addressing this outcome problem, Dr. Edger suggests the need for a radical change away from academics and toward more functional, vocational programs for mildly handicapped students.

Elder, J. K. (1988). Transition from school to work: Changing attitudes and opportunities. Exceptional Parent, 18(1), 27-29.

The goal of government and private programs for adolescents with disabilities should be to build a transition bridge from the school room to the workplace. Within this context, the author suggests that changing attitudes and creating opportunities in the work environment will lead to self-sufficiency, productivity, and independent living rather than lifelong dependency.

Halpern, A. S. (1979). Adolescents and young adults. Exceptional Children, 45(7), 518-523.

Needed changes in secondary special education programs are discussed in terms of the design and implementation of instruction and the methods of student assessment. These recommended changes pertain to the areas of (a) academic instruction, (b) personal-social development, (b) daily living skills, (c) prevocational and vocational instruction, (d) applied performance versus knowledge testing, and (e) product versus process measurement.

Halpern, A.S. (1985). Transition: A look at the foundations. Exceptional Children, 51(6), 479-486.

The Office of Special Education and Rehabilitative Services (OSERS) transition model is discussed within the context of an alternative model, which proposes that along with employment, two additional dimensions of adult adjustment are of equal importance. The alternative model presented by Dr. Halpern is based on a core premise that living successfully in one's community should be the primary target of transitional services. Thus, the two additional dimensions of community adjustment include (a) the quality of a person's residential environment, and (b) the adequacy of one's social and interpersonal network. Research on the intercorrelations of these three dimensions is reported, with a conclusion that success in one area is often unrelated to success in either of the others.

Ianacone, R. N., & Stodden, R. A. (Eds.) (1985). Transition issues and trends. Division of Mental retardation, The Council on Exceptional Children.

The development of this book was authorized by the Division of Mental Retardation, the Council on Exceptional Children. In addition to the overview authored by the editors, the book consist of 12 chapters, the titles of which are :

1. Transition Services for Early Age Individuals with Mild Mental Retardation
2. Transition Services for Early Age Individuals with Severe Mental Retardation
3. Transition Services for Adolescent Age Individuals with Mild Mental Retardation
4. Transition Services for Adolescent Age Individuals with Severe Mental Retardation
5. Transition Services for Early Adult Age Individuals with Mild Mental Retardation
6. Transition Services for Early Adult Age Individuals with Severe Mental Retardation
7. Transition: A Special Education Perspective
8. Transition: A Vocational Education Perspective
9. Transition: A Vocational Rehabilitation Perspective
10. Transition: A Community Perspective
11. Transition: A Parent Advocate Perspective
12. Transition: An Employment Perspective

International Conference on the Decade of the Disabled: Transition to Work & Life (1985). Proceedings of the Third International Conference of the Division on Career Development, The Council for Exceptional Children, Las Vegas, Nevada, October 9-12, 1985.

The 87 abstracts contained in this proceedings document represent a majority of the presentations made at this international conference and focus on several aspects of the transition process, including (a) career and vocational assessment, (b) current transition efforts, (c) personnel preparation, (d) social skills, and (e) business industry linkages. Abstracts of each paper delivered are presented.

Knowlton, H. E., & Clark, G. M. (1987). Transition issues for the 1990s. Exceptional Children, 53(6), 562-563.

The co-editors of this special issue on transition present a summary article that outlines major issues to be addressed by professionals involved with preparing handicapped youth as they move from school to work and community integration.

Ludlow, B. L., Turnbull, A. P.; & Luckasson, R. (1988). Transitions to adult life for people with mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

This book offers a comprehensive perspective on current service systems and concepts in transition. Broad policy issues on independent living, community participation, and productive employment are examined. Also, practical recommendations for developing and implementing transition plans are made for service providers, educators, and policymakers. The book is divided into sixteen chapters, the titles of which are:

1. Transitions Across the Lifespan
2. Special Education: Coming of Age
3. Letting Go: Consent and the "Yes, But..." Problem in Transition
4. An Integrated Curriculum Model for Transition
5. Identifying Programming Goals for Independent Living
6. Implementing Transition: Programs for Supported Living
7. Identifying Programming Goals for Community Participation
8. Implementing Transition Programs for Community Participation
9. Identifying Programming Goals for Productive Employment
10. Implementing Transition Programs for Productive Employment
11. The Transition to Independent Living: Legal and Policy Issues
12. The Transition to Productive Employment: Legal and Policy Issues
13. Advocacy and Adult Rights to Habilitation
14. Federal Foundations for Transitions to Adulthood
15. Ensuring the Quality of Services for Persons with Mental Retardation
16. Transitions into the Future

McCarthy, P., Everson, J., Moon, S., & Barcus, M. (Eds.) (1985). School-to-work transition for youth with severe disabilities. Richmond, Virginia: Virginia Commonwealth University, Project Transition into Employment , Rehabilitation Research and Training Center.

Staff at the Rehabilitation Research and Training Center, Virginia Commonwealth University, prepared this monograph on the subject of school-to-work transition. The titles for six of the eleven papers are:

- Issues in School to Work Transition and Persons with Severe Disabilities
- Establishing an Individualized Transition Process from School to Employment for Youth with Severe Handicaps
- Parent Involvement in the Transition Process
- Accepting and Managing Territoriality and Competition Among Helping Professionals: The Department Models vs. the Total Team Model
- Strategies for Vocational Preparation of Students with severe disabilities
- Social Service Agency Options for Modifying Existing Systems to include Transitional and Supported Work Services for Persons with Severe Disabilities

Pueschel, S. M. (Ed.) (1988). The young person with Down Syndrome: Transition from adolescence to adulthood. Baltimore: Paul H. Brookes Publishing Co.

Both parents and practitioners are provided with important information on the critical issues surrounding the special challenges in the transition process for persons with Down Syndrome. A number of the aspects of adult life are discussed, including (a) independent living, (b) sexual development, (c) self-awareness and esteem, (d) employment, (e) recreation, and (f) social integration. Also presented are innovative programs, appropriate strategies, and underlying philosophies.

Schalock, R. L. (1986). Transitions from school to work. Washington, DC: National Association of Rehabilitation Facilities.

The author discusses his experiences working with public schools and community-based mental retardation programs for the purpose of helping them in providing good transition services. His experiences suggest that there are five critical components to successful transitions, including (a) a common language, (b) a catalyst, (c) a strategy to develop and coordinate the process, (d) the opportunity, and (e) formative evaluation activities that provide feedback to improve the process.

Trapani, C. (1990). Transition goals for adolescents with learning disabilities. Boston: A College-Hill Publication, Little, Brown and Company.

This book is an overview of the area of learning disabilities with a special emphasis given to transition from school-to-community. The book is divided into seven chapters, the titles of which are:

1. Assessment
2. The adolescent with Learning Disabilities and the Secondary School Curriculum
3. Social Competence
4. Social skills Training
5. Issues of the family
6. Transitions
7. Summary of Transitions Goals

Wehman, P., Moon, M. S., Everson, J. M., Wood, W., & Barcus, J. M. (1987). Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

The reader is provided with a guide to planning and implementing successful transition programs for adolescents with disabilities. The three basic steps addressed are: (a) preparing for transition in the school years, (b) initiating careful transition

program planning, and (c) developing employment options and achieving successful placements. The book is divided into nine chapters, the titles of which are:

1. Transition from School to Work
2. What Happens to Youth with Disabilities after They Grow up?
3. Planning for Transition from School to Work
4. Individualized Transition Planning
5. Interagency Cooperation
6. School-Based Vocational Preparation
7. Adult Service Alternatives: Day Care or Employment
8. Defining Professional and Parent Roles and Responsibilities
9. Transition: Local and State Initiatives in Action

Wehman, P., Moon, M. S., & McCarthy, P. (1986). Transition from school to adulthood for youth with severe handicaps. Focus on Exceptional Children, 18(5), 1-12.

The authors present vocational alternatives for severely disabled persons after age 21, including supported employment, supported competitive employment, and sheltered enclaves in industry. They also discuss the requirements for successful community living and the importance of individualized transition plans, parent education and involvement, and public awareness.

Will, M. (1984). Bridges from school to working life: OSERS programming for the transition of youth with disabilities. Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education.

The Office of Special Education and Rehabilitative Services (OSERS) established a national priority on improving the transition from school-to-work for all individuals with disabilities. This paper describes the concepts and policies that guide OSERS in this effort. The OSERS definition and conceptual framework of transition are discussed, along with three underlying assumptions: (a) that post-school services are complex, (b) programming should address all citizens with disabilities who leave school for adult services and opportunities, and (c) that sustained employment is an important outcome. Finally, the three presented approaches to transition are (a) transition special services, (b) transition with time-limited services, and (c) transition with ongoing services.

A VOCATIONAL-CAREER FRAME OF REFERENCE

Brolin, D. E., & Kokaska, C. J. (1979). Career education for handicapped children and youth. Columbus, OH: Charles E. Merrill Publishing Co.

This text is intended for university educators in regular and special education, vocational education, guidance and counseling, psychology, and rehabilitation. This comprehensive book includes eleven chapters, the titles of some of which are presented below. In addition, two of the four resourceful appendices present (a) selected professional journals emphasizing or containing information on career education, and (b) publishers of commercial materials on career education/development.

- Career Education
- The Daily-Living Skills
- The Personal-Social Skills
- Conducting Career Education Programs
- Family Contributions

Career and vocational education in special education. [Special Issue]. Teaching Exceptional Children, Summer, 1983.

Even though this issue resulted prior to the national transition initiative, it has been included because of the relevance of the subject matter. The titles for some of the articles are:

- Career Education: A Brief Overview
- Career Development of Exceptional Individuals
- Directions for the 80's: Vocational Preparation for Secondary Mildly Handicapped Students
- Career Education: People and Programs Working Together
- A Curriculum-Based Approach to Vocational Assessment
- Toward the Employability of Severely Handicapped Children and Youth

Clark, G. M., & Kolstoe, O. P. (1990). Career development and transition education for adolescents with disabilities. Boston: Allyn and Bacon.

Drs. Clark and Kolstoe have prepared a comprehensive book on the topic of career development and transition education for adolescents with disabilities. The book is divided into 12 chapters, the titles of which are:

1. Secondary Special Education in Perspective
2. A Proposed Secondary Special Education Model
3. Participants in High School Programs for Special Students

4. Assessment in Secondary Special Education
5. Program Guidelines
6. Methods and Materials
7. Prevocational and Occupational Planning
8. Job Placement, Training, and Supervision
9. Career Guidance and Counseling
10. Referrals, Referral Sources, and Interagency Linkages
11. Transition of Students from School to Adult Independent Living
12. Trends and Issues

Eagle, E., Choy, E. G., Hoachlander, S., Stoddard, & Tuma, J. (ND). Increasing vocational options for students with learning handicaps. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

This manuscripts presents recommendations on specific ways vocational options can be improved for students with learning handicaps. Intended for vocational education teachers, special education teachers, and directors of vocational education, these recommendations are based on the examination of thirty exemplary programs in six states.

Fredericks, B., Covey, C., Hendrickson, K., Deane, K., Gallagher, J., Schwindt, A., & Perkins, C. (1987). Vocational training for students with severe handicaps. Monmouth, OR: Teaching Research Publications.

The authors provide a philosophy for a vocational program at the secondary level for students who are moderately and profoundly impaired. The reader is provided with the specifics on implementing a community-based vocational training program at the secondary level. Also presented is information on (a) job development, (b) training of students on jobs, (c) data keeping, (d) the teaching of associated workskills, and (e) maintaining good public relations with employers.

Gaylord-Ross, R. (Ed.) (1988). Vocational education for persons with handicaps. Mountain View, CA: Mayfield Publishing Co.

The contributors to this book provide state-of-the art information about the practice of vocational special education. Emphasis is given to describing effective vocational programs as well as current research and policy. Each chapter includes case studies that illustrate and clarify the authors' main points.

Miller, S. R., & Schloss, P. J. (1982). Career-vocational education for handicapped youth. Rockville, MD: Aspens Systems Corporation.

This book addresses career and vocational education within the context of human development, including motivation, values development, and adolescent sexuality. In addition, the authors cover the area of program implications and practices, and describe practical classroom instructional strategies. Also discussed is the interrelationship among the handicapped adolescent, the school, outside support agencies, and the employer. Finally, the authors present exemplary programs for secondary-aged handicapped youth. The titles for six of the eleven chapters are:

- Career Education
- Adolescent Handicapped Population
- Learning Strategies and Problems of Adolescents
- Assessment of Adolescent Handicapped
- Behavior Management: Program Approaches/Instructional Methods
- A Future Orientation to Career-Vocational Education for Handicapped Adolescents

Meers, G. D. (Ed.) (1980). Handbook of special vocational need education. Rockville, MD: Aspen Systems Corporation.

The titles for eight of the book's thirteen chapters are:

- An Introduction to Special Vocational Needs Education
- The Impact of Federal Legislation on Special Vocational Needs Programming
- Identification and Characteristics of handicapped Students
- Program Development of Special Needs Youth
- Curriculum Modification and Instructional Practices
- Work Experience and Cooperative Placement Programs
- Personnel Preparation for Serving Special Vocational Needs Populations
- Parents' Roles in the Education of Special Vocational Needs Youth

Powell, T. H., Pancsofar, E. L., Steere, D. E., Butterworth, J., Itakowitz, J., S., & Rainforth, B. (1991). Supported employment: Providing integrated employment opportunities for persons with disabilities. New York: Longman.

This is a comprehensive guide to implementing supported employment programs. Included in this book are: (a) all the necessary forms for developing and implementing supported employment programs, (b) carer planning guidelines for persons with disabilities, (c) an overview of accessibility issues, (d) a practical approach to instructional strategies and behavior management, (e) a detailed program for supported employment management, and (f) additional information concerning assistance for families, health issues, and problem solving.

Rusch, F. (Ed.) (1986). Competitive employment issues and strategies. Baltimore: Paul H. Brookes Publications.

This book is divided into three major sections: (a) Competitive Employment Programs, (b) Competitive Employment Methods, and (c) Competitive Employment Issues. Within these three sections are 24 chapters, the titles for some of which are:

- Obstacles to Competitive Employment and Traditional Program Options for Overcoming Them
- Community Services: Using the Supported Work Model within an Adult Service Agency
- Assessing Work Behavior
- Establishing Effective Community-Based Training Stations
- Generalizing and Maintaining Work Behavior
- Observational Reporting of Work Behavior
- Identifying Potential Jobs
- Curriculum Development
- Utilizing Co-Workers as Change Agents
- Developing Support Networks for Individuals Who Fail to Achieve Competitive Employment
- Establishing a Parent-Professional partnership to Facilitate Competitive employment
- Quality of Life: Does Competitive Employment Make a Difference

Wehman, P., & Moon, M. S. (Eds.) (1988). Vocational rehabilitation and supported employment. Baltimore: Paul H. Brookes Publishing Co.

This book presents the important role of vocational rehabilitation in facilitating and implementing supported employment programs. The contributing authors provide information on the skills needed to: (a) prepare for successful training and management, (b) design preservice and inservice training programs, (c) develop community-based program strategies, and (d) enhance employment outcomes for individuals with autism, traumatic head injury, severe and profound mental retardation, chronic mental illness, and physical disabilities.

Wehman, P., Wood, W., Everson, J. M., Goodwyn, R., & Conley, S. (1988). Vocational education for multihandicapped youth with cerebral palsy. Baltimore: Paul H. Brookes Publishing Co.

Dr. Wehman et al. stress the importance of implementing effective vocational education programs for young adults with cerebral palsy. Also provided are techniques and strategies for (a) vocational instruction, (b) teaching strategies, (c) adaptations, (d) rehabilitation guidelines, (e) starting a community-based work experience program, and (f) initiating a transition process.

A COMMUNITY-INDEPENDENT LIVING FRAME OF REFERENCE

Bruininks, R. H., & Lakin, K. C. (Eds.) (1985). Living and learning in the least restrictive environment. Baltimore: Paul H. Brookes Publishing Co.

This book provides a comprehensive analysis of the concepts of normalization, deinstitutionalization, and the least restrictive environment, especially with respect to severely handicapped children and young adults. The authors closely examine these social movements in terms of their impact in the courts, community, school system, service delivery systems, family, government and economy, and in the lives of handicapped persons themselves. There are a total of 14 chapters subsumed under the following headings:

- Trends in Philosophy and Practice in Service Programs
- Constitutional and legal Issues in Social Integration and Habilitation
- Community and family Perspectives on Integration and Habilitation
- Environmental Issues in Community Integration
- Perspectives on Methodology in Research and Evaluation
- Summary

DeJong, G. (1979). The movement for independent living: Origins, idealogy, and implications for disability research. East lansing, Michigan: Michigan State University, University Centers for International Rehabilitation.

The purpose of this oft referred to document is to (a) evaluate independent living as a social movement, (b) analyze the movement's expression in disability services, and (c) consider the movement's implications for disability research.

Doyle, P. B., & Rice, B. D. (1978). The Role of vocational rehabilitation in independent living. Fayetteville, Arkansas: University of Arkansas, Rehabilitation Research and Training Center.

This document is the result of the Eleventh Institute sponsored by the University of Arkansas Rehabilitation Research and Training Center. In essence, this report from this special group is intended to serve as a guide to enhance the understanding of issues and problems inherent within the independent living program. The Report is divided into seven chapters, including such titles as: (a) Overview of Rehabilitation Efforts to Provide Independent Living Services to Severely Handicapped Persons, (b) Rehabilitation Counselor Concerns in the Provision of Independent Living Rehabilitation, (c) Consumer Roles and Concerns in Independent Living Rehabilitation, and (d) Provision of Independent Living Services through Vocational Rehabilitation.

Halpern, A. S., Close, D. W., & Nelson, D. J. (1986). Own my own: The impact of semi-independent living programs for adults with mental retardation. Baltimore: Paul H. Brookes Publishing.

Semi-independent living programs are designed to promote optimal independence while offering the support they need for successful community adjustment. This book offers a program model that can be used as a guideline for both individual and program planning as well as for future semi-independent living program development and research. The authors provide the first definitive examination of the success of these programs and the lives of those who partake in them. In essence, the content is based on first-hand reports derived from more than 1,000 hours of interviewing with both professionals and residents themselves.

Heal, L. W., Haney, J. I., & Amado, A. R. (Eds.) (1988). Integration of developmentally disabled individuals into the community. Baltimore: Paul H. Brookes Publishing.

This book examines the socio-political history regarding the community integration of developmentlly disabled persons, reviews the idealogical and empirical bases of community integration, and addresses current issues that affect professionals in the field. The titles for some of the fourteen chapters are:

- Challenges in Community Integration
- Historical Foundations of Out-of-Home Residential Alternatives for Mentally Retarded Persons
- Public Expenditures for Developmental Disabilities: Analysis of Nationwide Trends in Funding
- Toward Successful Community Residential Placements for Individuals with Mental Retardation
- Providing Training in Community and Domestic Skills
- New Directions and Strategies in Habilitation Services: Toward Meaningful Employment Outcomes
- Federal Policy and Legislation: Factors that Have Constrained and Facilitated Community Integration
- Litigation Related to Community Integration
- Controversies Concerning the Deinstitutionalization and Community Integration Movement

Kregel, J., Wehman, P., Seyfarth, J., & Marshall, K. (1986). Community integration of young adults with mental retardation: Transition from school to adulthood. Education and Training of the Mentally Retarded, 21(1), 35-42.

This study assessed the degree of community integration of 300 young adults in Virginia who had participated in special education programs for students labeled mentally retarded. Surveys were administrated by trained interviewers on variables related to basic

self-satisfaction. Results indicate that the individuals surveyed were generally satisfied with their present situation and most displayed some degree of competence in the area of independent living skills. Finally, the authors present the implications of the findings and the necessity for future research in the area.

Lakin, K. C. & Bruininks, R. H. (Eds.) (1985). Strategies for achieving community integration of developmentally disabled citizens. Baltimore: Paul H. Brookes Publishing Co.

Highlighted are strategies which have contributed to the successful community integration for developmentally disabled persons. Among the areas addressed by the contributing authors are (a) assessment and intervention, (b) vocational preparation and employment, (c) managing and enhancing integration, and (d) organizational and fiscal issues.

Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (1988). Transitions to adult life for people with mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

This book offers a comprehensive perspective on current service systems and concepts in transition. Broad policy issues on independent living, community participation, and productive employment are examined. Also, practical recommendations for developing and implementing transition plans are made for service providers, educators, and policymakers. The book is divided into sixteen chapters, the titles of which are:

- Transitions Across the Lifespan
- An Integrated Curriculum Model for Transition
- Identifying Programming Goals for Independent Living
- Implementing Transition: Programs for Supported Living
- Identifying Programming Goals for Community Participation
- Implementing Transition Programs for Community Participation
- Identifying Programming Goals for Productive Employment
- Implementing Transition Programs for productive Employment
- The Transition to Independent Living: Legal and Policy Issues
- The Transition to Productive Employment: Legal and Policy Issues
- Advocacy and Adult Rights to Habilitation
- Federal Foundations for Transitions to Adulthood
- Transitions into the Future

Mulick, J. A., & Mallory, B. L. (Eds.) (1984). Transitions in mental retardation: Advocacy, technology and science. (Volume 1). Norwood, New Jersey: Albex Publishing Corporation.

This is the first Volume of a series of books designed to assist professionals who serve mentally retarded people. The series was created in 1983 by the leadership of the American Association in Mental Retardation's Northwest Region X. Several of the book's 13 chapters are listed below:

- Advocacy and the Future of Communitization
- Structural and Contextual Factors Affecting Advocacy for Community Support Services
- Prevention of Developmental Disabilities at the Community Level: A Strategy for Organization.

Mulick, J. A., & Mallory, B. L. (Eds.) (1987). Transitions in mental retardation: Issues in therapeutic intervention. (Volume 2). Norwood, New Jersey: Albex Publishing Corporation.

This is the second volume of a series of books designed to assist professionals who serve mentally retarded people. The series was created in 1983 by the leadership of the American Association in Mental Retardation's Northwest Region X. Several of the book's 13 chapters are listed below:

- Effective Management of Human Service Programs for Clients who are Developmentally Disabled
- Needs for Professional and Generic Services with a Developmental Disabilities Service System
- The Relationship of Manager Competencies to Program Quality in Small Community Residences

Mulick, J. A., & Antonak, R. F. (Eds.) (1987). Transitions in mental retardation: The community imperative revisited (Volume 3). Norwood, New Jersey: Albex Publishing Corporation.

This is the third volume of a series of books designed to assist professionals who serve mentally retarded people. The series was created in 1983 by the leadership of the American Association in Mental Retardation's Northwest Region X. Several of the book's 13 chapters are listed below:

- The Community Imperative Revisited
- The Identity Crisis in Community Research
- Investigating the Impact of Communitization: Issues in Research Methodology
- The Community Imperative and Human Values

Schloss, P. J., Highes, C. A., & Smith, M. A. (Eds.) (1988). Mental retardation: Community transition. Boston, MA: Little, Brown & Company.

This book offers a multidisciplinary perspective on mental retardation. The contributing authors emphasize the belief that outcomes associated with mental retardation can be altered through systematic intervention by persons representing a range of disciplines. In essence, the unique contribution of this book is the focus on the historical outcomes of mental retardation and the emphasis on educational strategies that have been demonstrated to be effective in altering these outcomes.

Stoddard, S. (1980). Independent living. In E. Pan, T. Backer, and C. Vash's Annual review in rehabilitation. New York: Springer Publishing Company.

This extensive chapter offers a review of the major legislative history related to the area of independent living. Also, current issues are discussed and major models of independent living services are presented.

FUNCTIONAL ASSESSMENT IN TRANSITION

The FUNCTIONAL ASSESSMENT resources are presented under the following three headings:

- GENERAL CONSIDERATIONS
- CAREER-VOCATIONAL CONSIDERATIONS
- COMMUNITY-INDEPENDENT LIVING

GENERAL CONSIDERATIONS

Agran, M., Martin, J.E., & Mithaug, D.E. (1987). Transitional assessment for students with mental retardation. Diagnostique, 12,(3-4), 173-184.

The authors argue that it is necessary to identify and teach the work behavior that is essential for successful employment as well as provide a framework to assist in determining what skills should be targeted for change. A major assumption discussed is that in order to ensure success, students need to have a full repertoire of vocational and social skills, as well as a set of adaptability skills that will help them assess a problem, set a course of action, and modify their performances.

Brown, J. W. (1988). Satisfaction and satisfactoriness measures for students with disabilities in postsecondary vocational education programs. Career Development for Exceptional Individuals, 11(2), 80-91.

This article addresses a "system" designed to identify and monitor high-risk students in postsecondary vocational training programs in vocational-technical institutes. This identification and monitoring system is based on the hypothesis that many special students' educational problems can be effectively overcome if instructors and postsecondary support services personnel (e.g., technical tutors, remedial math and reading specialists, vocational rehabilitation counselors) are made aware of educationally relevant risk factors exhibited by these students.

DeStefano, L., Linn, R., & Markward, M. (1987). Review of student assessment instruments and practices in use in secondary/transition projects. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325)

The purpose of this document is to report the current status of instrumentation and practices of student assessment in transition programs for special education students. The reported results of 144 assessment instruments are derived from the transition projects funded by The Office of Special Education and Rehabilitative Services (OSERS) during the 1985-1987 period. The most common use of these instruments was reported to be for program planning and IEP development. The instruments reported to be most useful, however, were those intended for measuring social and daily living skills. Also included in this monograph is a listing and review of commercially available assessment instruments.

Elrod, G. F., & Sorgenfrei, T. B. (1988). Toward an appropriate assessment model for adolescents who are mildly handicapped: Let's not forget transition! Career Development for Exceptional Individuals, 11(2), 92-98.

The authors propose an alternative assessment model for students with mild handicaps. The thrust of the model is the infusion of career and vocational assessment into the assessment process, which also includes (a) psycho-educational assessment, (b) socio-behavioral assessment, and (c) academic assessment.

Elrod, G. F. (Ed.) (1987). Transition-related assessment. [Special Issue]. Diagnostique, 12(3-4).

This special issue has nine articles, the titles of which are:

1. Transition-Related Assessment: The Foundation of Preparation for Postsecondary Success
2. The Life-Centered Career Education (LCCE) Inventory: A Curriculum-Based, Criterion-Related Assessment Instrument
3. Project CO-OP: A Model for Assessing Job Requirements, Trainee Skills, and Job-Trainee Matches for People with Moderate to Profound Handicaps
4. Vocational Education for Special Needs Students: Linking Vocational Assessment and Support
5. New Roles for Educational Diagnosticians in Vocational/Career Assessment: An Interview with Cleborne Maddux
6. Transition Assessment in Rural Areas
7. Assessing Transition: An Inquiry Concerning Decision Making
8. Career Assessment and Transition through School to Adult Life
9. The Association Between Handicapped Student Self-Ratings and Vocational Teacher Ratings of Generalizable Communications Skills

Guy, B.A., & Knowlton, H.E. (1987). Assessing transition: An inquiry concerning decision-making. Diagnostique, 12,(3-4),192-204.

Interpretive naturalistic inquiry procedures were used to assess the transition of a young adult with moderate/severe hand-icapping conditions. The procedures included structured and unstructured interviews with immediate family and service delivery personnel, as well as observations of the home, community, and employment settings. The findings include problems in decision making and comprehensive planning. In essence, decision making was influenced by the personal and cultural values of the participants, was based on the services available, and reflected a lack of informed choices. Personal and cultural values also affected the planning process as well as presented confusion over role responsibilities. Finally, the authors discuss the implications of this case study's findings in terms of the transition process and its relevant assessment.

Halpern, A. S., Lehmann, J. P., Irvin, L. K., & Heiry, T. J. (1982). Contemporary assessment: For mentally retarded adolescents and adults. Baltimore: University Park Press.

The reader is introduced to a practical guide regarding the identification and description of many of the best psychometric instruments that are available and designed for appropriate use with mentally retarded adolescents and adults. The authors stress the contemporary approach rather than the traditional approach to assessment. The traditional approach relies on measures of traits and aptitudes to infer performance. By contrast, the contemporary approach emphasizes the importance of direct assessment of actual competencies. Furthermore, this contemporary approach requires the outcomes of measurement to have direct implications for program planning. Sixteen individual instrument reviews are provided and are all compared to the following content domains: (a) basic developmental skills, (b) survival numerics, (c) survival reading, (d) communication, (e) knowledge of self, (f) emotional and personal adjustment, (g) social and interpersonal skills, (h) self-help skills, (i) consumer skills, (j) domestic skills, (k) health care, (l) knowledge of community. (m) job readiness, (n) vocational behavior, and (o) social behavior on the job.

Peterson, M. (1987). Career assessment and transition through school to adult life. Diagnostique, 12,(3-4), 205-214.

This article describes a framework that is designed to assist personnel in developing a community-wide, interagency process of career assessment. The framework is based on the notion that the assessment of interests, skills, and needs of handicapped students related to work, home, community, and leisure is critical if public schools and community agencies are to provide services that facilitate successful transition and thus lead to effective community integration. Furthermore, it is suggested that career assessment should begin at a very young age, be closely connected to functional curriculum, and be an integral part of the comprehensive assessment process for all handicapped students.

White, W. (1987). Transition assessment in rural areas. Diagnostique, 12,(3-4), 185-191

Dr. White describes some of the current transition issues facing teachers and educational diagnosticians who work in rural settings. The three major barriers to successful assessment and programming are considered to be financial factors, human factors, and visibility. Seven suggestions are offered that may help those who are interested in implementing a transition assessment and programming component in a rural district.

VOCATIONAL-CAREER CONSIDERATIONS

Berkell, D. E. (1987). Vocational assessment of students with severe handicaps: A review of the literature. Career Development for Exceptional Individuals, 10(2), 61-75.

The author presents an overview of the current state-of-the art of vocational assessment for people with severe handicaps. Student abilities that are typically evaluated are discussed, along with descriptions of the various procedures traditionally used to obtain evaluation information in these areas. Recommended is the development of assessment strategies that are designed to assist students in succeeding in job training programs, rather than traditional instruments that identify student deficits and thus limit their access to training opportunities.

Bucher, D.E., & Brolin, D.E. (1987). The life-centered career education (LCCE) inventory: A curriculum-based, criterion-related assessment instrument. Diagnostique, 12(3-4), 131-141.

Drs. Bucher and Brolin describe the development of a Knowledge Battery to assess the competency level of secondary, special education students receiving instruction in the Life-Centered Career Education (LCCE) Curriculum. The LCCE Knowledge Battery consists of 89 subcompetency tests, each comprising 20 true-false and multiple-choice items. The battery was developed with the assistance of expert special education item writers and field-tested extensively throughout the United States. (Also see in the Curriculum section Brolin's Life Centered Career Education: A Competency Based Approach).

Bullis, M., & Foss, G. (1986). Guidelines for assessing job-related social skills of mildly handicapped students. Career Development for Exceptional Individuals, 9(2), 89-97.

Drs. Bullis and Foss describe assessment procedures pertaining to job-related social competence for mildly handicapped people. Specifically, they present (a) a theoretical foundation for examining job-related social skills, and (b) examples of

assessment approaches reflecting the different aspects of the model. Also included are implications for practice and research.

Crewe, N. M., & Athelstan, G. T. (1984). Functional assessment inventory manual. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute.

This manual explains the need for functional assessment in vocational planning, presents the issues in the development and use of the Functional Assessment Inventory (FAI), and describes the development of the FAI and how to use it.

Dick, M. A. (1987). Translating vocational assessment into transition objectives and instruction. Career Development for Exceptional Individuals, 10(2), 76-84.

The author describes the critical role of vocational assessment in providing appropriate career programming for students with special needs. Also presented is a process which systematically translates vocational assessment results into IEP objectives and instruction for transition. The three school-related concerns that may often arise in implementing vocational assessment include: (a) providing appropriate vocational assessment to all, (b) adequate use of assessment results, and (c) inclusion of transition objectives and instruction.

Foss, G., Cheney, D., & Bullis, M. (1986). TICE: Test of Interpersonal Competence for Employment {Part of the Working I & II Series}. Santa Monica, CA: James Stanfield & Company.

The Test of Interpersonal Competence for Employment (TICE) is a 61-item test, which is the assessment part of Working II (see Foss under Curriculum section). In essence, this instrument focuses on skills which have been empirically identified as important for job tenure. The development of TICE was guided by the Behavior Analytic Model of test construction. This four-stage model provides both a detailed analysis of the problems of the target population (i.e., mildly retarded work-trainees) and criterion behaviors for these problem areas by persons in authority (i.e., community employers).

Halpern, A.S., & Irvin, L.K. (1986). Social and prevocational information battery-revised. CTB/McGraw-Hill: Monterey, CA.

The Social Prevocational Information Battery (SPIB-R) consists of nine tests designed to assess knowledge of certain skills and competencies regarded as important for the community adjustment of students with mild mental retardation. Specifically, the nine subtests are Job Search Skills, Job Related Behavior, Banking, Budgeting, Purchasing Habits, Home Management, and Physical Health. The battery is intended primarily for junior and senior high school levels, and the nine subtests consist mostly of

True-False, orally administered items. The nine areas measured reflect five long-range educational goals, including (a) employability, (b) economic self-sufficiency, (c) family living, (d) personal habits, and (e) communication. The Skills for Independent Living Resource Kit is an accompanying functional curriculum for this instrument. For reference to the accompanuying curriculum, see Irvin et al in the section on "Functional Curriculum/Instruction on Community, Independent Living").

La Greca, A. M., Stone, W. L., & Bell, C. R., III. (1982). Assessing the problematic interpersonal skills of mentally retarded individuals in a vocational setting. Applied Research in Mental Retardation, 3(1), 37-53.

Two studies designed to assess specific interpersonal situations and behaviors that interfere with a mentally retarded individual's adjustment to a vocational setting are presented. Study one lists problematic interpersonal situations and problematic behaviors generated from (a) interviews with prevocational teachers, school personnel, and work supervisors in a sheltered workshop setting, and (b) behavioral observations of workers in prevocational classes and a workshop setting. This information was then used to establish training priorities in an interpersonal skills training program. In study two, problem behavior ratings were obtained from prevocational teachers and residential supervisors for 40 mentally retarded individuals. Finally, after placement in a sheltered workshop setting, problem behavior ratings again were obtained from work supervisors for each individual, and the length of successful employment was assessed. Intercorrelations among measures and across raters provide initial support for the validity and reliability of the problem behavior list.

Leconte, P.J., & Neubert, D.A. (1987). Vocational education for special needs students: Linking vocational assessment and support. Diagnostique, 12(3-4), 156-167

The authors contend that special needs students can achieve optimal success when the service systems of vocational assessment and vocational support operate collaboratively. As such, they present a vocational assessment design tied directly to the provision of vocational support, since support activities are based on assessment outcomes. Furthermore, they delineate the roles of assessment and support personnel within this collaborative approach and encourage that the model be replicated in other settings.

Malgady, R. G., & Barcher, P. R. (1982). The vocational adaptation rating scales. Applied Research in Mental Retardation, 3(4), 335-344.

The Vocational Adaptation Rating Scales (VARS) were developed to provide a comprehensive assessment of maladaptive social behavior related to vocational success. Psychometric information derived from the VARS is useful for (a) developing individualized educational plans (IEPs), (b) program, worker, or curriculum evaluations, and (c) predicting placement of workers in vocational training. Research indicates that VARS

scores are internally consistent, moderately correlated with other vocational measures, unbiased with respect to sex and age differences, and independent of IQ. The VARS also offers a profile of social behavior in a vocational context.

Renzaglia, A., & Hutchins, M. (1987). Project co-op: A model for assessing job requirements, trainee skills, and job-trainee matches for people with moderate to profound handicaps. Diagnostique, 12(3-4), 142-155.

The authors present the Project CO-OP's assessment model, which includes strategies for conducting community assessment, trainee assessment, and job-trainee matches. The model, which is based on procedures developed by Project CO-OP, incorporates methods for systematically collecting and analyzing information that can facilitate long-term employment for people with handicaps.

Stodden, R. A. (Guest Editor) (Fall, 1986). Vocational assessment Career Development for Exceptional Individuals. [special issue]. 2(9).

The nine invited articles for this special issue are titled:

1. Vocational Introduction: An Introduction
2. Work and Performance Sample for Vocational Assessment of Special Students: A Critical Review
3. The Validation of Generalizable Mathematics Skills of Mildly Handicapped Students
4. Guidelines for Assessing Job-Related Social skills of Mildly Handicapped Students
5. Use of Vocational Evaluation Recommendations in Selected Public School Settings
6. Measuring the Impact of Vocational Assessment Activities upon Program Decisions
7. Curriculum-Based Vocational Assessment: A Viable Response to a School-Based Service Delivery Issue
8. A Curriculum-Based Vocational Assessment Procedure: Addressing the School-to-Work Transition Needs of Secondary Schools
9. The Role of Assessment in Transitional, Supported Employment

Stodden, R. A., & Ianacone, R. N. (1981). Career/vocational assessment of the special needs individual: A conceptual model. Exceptional Children, 47(8), 600-608.

A career/vocational assessment model is presented that outlines a developmental process for increasing an individual's awareness and understanding of "self" in relation to the world of work. A major function of the model is the collection of developmental information contributing to career growth decisions during the formative years. Rather than produce isolated assessment data regarding work trait factor performance, the

developmental approach provides a more useful function in facilitating the total development of the special needs individual.

Stodden, R. A., Ianacone, R. N., Boone, R. M., & Bisconer, S. W. 1987). Curriculum-based vocational assessment: A guide for addressing youth with special needs. Honolulu, Hawaii: Centre Publications, International Education Corp.

The authors have prepared a comprehensive handbook which provides (a) clear and sequential procedures describing when and how to begin vocational assessment, (b) guidelines for personalizing the assessment process so that it reflects the needs of the local educational systems, (c) procedures for developing assessment instruments, (d) steps and activities necessary for obtaining and sustaining staff support and participation, (e) methods for organizing assessment information, and (f) techniques for interpreting assessment findings. The handbook is divided into seven sections, the titles of which are:

1. Overview
2. A Team Process for Planning and Developing a Curriculum-Based Vocational Assessment Approach
3. Specific Points of Focus for the Implementation of a Curriculum-Based Vocational Assessment Program Concept
4. Collection of Curriculum-Based Vocational Assessment Information
5. Preparation of Curriculum-Based Vocational Assessment Information
6. Application of Curriculum-Based Vocational assessment Information
7. Application of Curriculum-based Vocational Assessment with Special Needs populations within Varied Settings

The Transition Behavior Scale. Hawthorne Educational Services, Post Office Box 7570, Columbia, MO

The Transition Behavior Scale (TBS) was developed as a measure of a student's readiness for transition to employment and independent living. The TBS, IEP, and Intervention manual provides goals for each behavior on the scale, a total of 380 objectives, and an average of 33 interventions for each behavior problem, thus making the vital link between transition behavior and intervention. By carefully following assessment with intervention, linked to assessment results, the likelihood of student success in employment and independent living is maximized.

COMMUNITY-INDEPENDENT LIVING CONSIDERATIONS

Bucher, D.E., & Brolin, D.E. (1987). The life-centered career education (LCCE) inventory: A curriculum-based, criterion-related assessment instrument. Diagnostique, 12(3-4), 131-141.

Drs. Bucher and Brolin describe the development of a Knowledge Battery to assess the competency level of secondary, special education students receiving instruction in the Life-Centered Career Education (LCCE) Curriculum. The LCCE Knowledge Battery consists of 89 subcompetency tests, each comprising 20 true-false and multiple-choice items. The battery was developed with the assistance of expert special education item writers and field-tested extensively throughout the United States. (Also see in the Curriculum section Brolin's Life centered career education: A competency based approach).

Halpern, A., Irvin, L., & Landman, J. (ND). Tests for everyday living. Monterery, California: CTB/McGraw Hill.

This test is designed to assess the knowledge of daily living and community adjustment skills for mildly, low achieving adolescents and young adults. Seven subtests are included in the battery: Purchasing, Banking, Health Care, Home Management, Job Search Skills and Job Related Behavior. The seven measured areas reflect five long-range educational goals, including (a) employability, (b) economic self-sufficiency, (c) family living, (d) personal habits, and (e) communication. The Skills for Independent Living Resource Kit is an accompanying functional curriculum for this instrument (see Irvin et al in the section on "Functional Curriculum/Instruction on Community, Independent Living").

Halpern, A.S., & Irvin, L.K. (1986). Social and prevocational information battery-revised. CTB/McGraw-Hill: Monterey, CA.

The Social Prevocational Information Battery (SPIB-R) consists of nine tests designed to assess knowledge of certain skills and competencies regarded as important for the community adjustment of students with mild mental retardation. Specifically, the nine subtests are Job Search Skills, Job Related Behavior, Banking, Budgeting, Purchasing Habits, Home Management, and Physical Health. The battery is intended primarily for junior and senior high school levels, and the nine subtests consist mostly of True-False, orally administered items. The nine areas measured reflect five long-range educational goals, including (a) employability, (b) economic self-sufficiency, (c) family living, (d) personal habits, and (e) communication. The Skills for Independent Living Resource Kit is an accompanying functional curriculum (see Irvin et al in the section on "Functional Curriculum/Instruction on Community, Independent Living").

Schalock, R. L., Keith, K. D., Hoffman, K., & Karan, O. C. (1989). Quality of life: Its measurement and use. Mental Retardation, 27(1), 25-31.

The emerging need to view improved "quality of life" as an outcome measure from human service programs is described, and a Quality of Life Index is proposed that can be used as either an outcome measure or the criterion for the goodness-of-fit between persons and their environments. Data are presented from 685 adult clients within Nebraska's Community Based Mental Retardation Programs.

Thorin, E., Browning, P., & Irvin, L. (1988). Measuring knowledge of citizenship rights and responsibilities. Research in Developmental Disabilities, 9(1), 85-92.

One objective of a transition program is to prepare handicapped youth in the area of citizenship rights and responsibilities. Related to that objective is this study, the purpose of which was to develop and standardize an instrument designed to assess the extent to which people with mental retardation demonstrate knowledge about citizenship rights and responsibilities. The 30 item test, which was standardized with a sample of 391 self-advocates with developmental disabilities representing 13 states, addresses six content areas (i.e., human, civil, and legal rights; and moral, civil, and legal responsibilities). (interested users of the instrument may contact: Dr. Browning, Head, Department of Rehabilitation and Special Education, Auburn University---844-5943).

The Transition Behavior Scale. Hawthorne Educational Services, Post Office Box 7570, Columbia, MO

The Transition Behavior Scale (TBS) was developed as a measure of a student's readiness for transition to employment and independent living. The TBS, IEP, and Intervention manual provides goals for each behavior on the scale, a total of 380 objectives, and an average of 33 interventions for each behavior problem, thus making the vital link between transition behavior and intervention. By carefully following assessment with intervention, linked to assessment results, the likelihood of student success in employment and independent living is maximized.

FUNCTIONAL CURRICULUM/INSTRUCTION IN TRANSITION

The FUNCTIONAL CURRICULUM and INSTRUCTION resources are presented under the following three headings:

- GENERAL CONSIDERATIONS
- CAREER-VOCATIONAL CONSIDERATIONS
- COMMUNITY-INDEPENDENT LIVING CONSIDERATIONS

GENERAL CONSIDERATIONS

Agran, M., Martin, J. E., & Mithaug, D. E. (1989). Achieving transition through adaptability instruction. Teaching Exceptional Children, 21(2), 4-7.

Teachers and work experience specialists are provided practical recommendations for improving the adaptability and problem-solving skills of their students in work environments. An instructional model to teach adaptability skills is described, and several procedures are presented.

Brolin, D.E., (1989). Life centered career education: A competency based approach. Third revision. Council for Exceptional Children, 1920 Association Drive, Dept. CS89M, Reston, VA 22091-1589.

Dr. Donn Brolin has been one of the field's leaders in the area of career development and education for persons with handicapping conditions. This curriculum on Life-Centered Career Education is one of his major contributions in the area. The main sections of this book are entitled:

- Career Education: Where Do We Go From Here?
- The Life Centered Career Education Curriculum
- Competency Units: Daily Living Skills, Personal-Social Skills, and Occupational Guidance Preparation
- Sources of Instructional Materials and Other Resources
- Student Competency Assessment and Planning for Individualized Education Program

(Also see in Assessment section Bucher and Brolin's "The Life-Centered Career Education (LCCE) Inventory: A Curriculum-Based, Criterion-Related Assessment Instrument")

Bullis, M., & Reiman, J. W. (1989). Survey of professional opinion on critical transition skills for adolescents and young adults who are deaf. Rehabilitation Counseling Bulletin, 32(3), 231-242.

The authors examined professional opinion on critical competencies necessary for individuals who are deaf to live and work successfully in the community. In the first phase of the study, 17 rehabilitation counselors and work study coordinators (four of whom were deaf) participated in a nominal group process to generate lists of important competencies necessary for deaf people to succeed in employment and independent living. Next, a national survey of persons representing an expert group, secondary school programs, postsecondary educational programs, independent living and rehabilitation agencies, and state rehabilitation programs was conducted to specify the most crucial skills. Twelve critical skills were identified in the employment and independent living domains.

Cipani, E. (1988). Functional skills and behavioral technology: Identifying what to train and how to train it. [Special Issue]. Child & Youth Services, 10(2). 83-103.

The two basic questions addressed in this article are (a) what to teach, and (b) how to teach it. The author uses a functinal skills approach to identifying target skills and contrasts this apporach with the developmental approach to curriculum and instruction. In essence, a behavioral approach is described emphasizing the useage of behaviorl methodologies for working with handicapped individuals in their preparation for transition.

Halpern, A. S., & Benz, M. R. (1987). A statewide examination of secondary special education for students with mild disabilities: Implications for the high school curriculum. Exceptional Children. 54(2), 122-129.

Drs. Halpern and Benz report the partial findings of a statewide survey are reported. The main concerns of the curriculum aspect of the study was (a) its focus and content, (b) discrepancies between availability and utilization, (c) barriers to mainstreaming, and (d) conditions required for improvement. The results are based on the responses from teachers, administrators, and parents, representing a 91%, 89%, and 45% return rate, respectively.

Matson, J. L. (1988). Teaching and training relevant community skills to mentally retarded persons. [Special Issue]. Child & Youth Services, 10(2). 107-201.

Dr. Matson provides a review of some of the major teaching and training developments that have resulted in recent years with respect to the enhancement of the

quality of life for persons with mental retardation. Specifically, he addresses the teaching and training of adaptive community skills, including eating, dressing, personal hygienne, community survival, vocational and social skills.

Mithaug, D. E., Martin, J. E., Agran, M., & Rusch, F. R. (1988). Why special education graduates fail: How to teach them to succeed. Colorado Springs, CO: Ascent Publications.

This book addresses important issues about when students fail, why they fail, and how they can be taught to succeed. Specifically, it provides (a) 10 characteristics of students who fail when they are on their own, (b) classroom practices that contribute to these failures, (c) five behaviors that accomplished achievers use to succeed, (d) research on student-directed success strategies, and (e) 10 steps to teach success strategies to students.

Schloss, P. J., & Schloss, C. N. (1985). Strategies for teaching handicapped adolescents: A handbook for secondary level educators. Austin, Texas: PRO-ED (5341 Industrial Oakes Blvd., Austin, TX 78735)

The reader is introduced to critical elements of service delivery for handicapped youth. The major theme underlying these materials is that the ultimate criterion for learner success is defined as improved performance in community-based leisure, vocational, and residential settings. This book has eight major sections on curriculum modules (e.g., lesson plans, work books, assessment strategies).

Smith, B. C. (1978). Instructional materials in independent living. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This document consists of 103 annotated references regarding instructional materials for training in the areas of independent living skills.

Wilcox, B., & Bellamy, G. T. (1987). The activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

This catalog of over a 100 activities is a field-tested curriculum that helps prepare young adults with disabilities for integrated home, leisure, and work settings. It is based on a functional approach to achieving performance goals through the mastery of complete activities. Step-by-step instructions are provided for each activity. The over 100 specific activities are subsumed under the three content areas of Leisure, Personal Management, and Work (also see Wilcox and Bellamy reference below).

Wilcox, B., & Bellamy, G. T. (1987). A comprehensive guide to the activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

This book is an introduction to The Activities Catalog (also see above Wilcox and Bellamy reference) and a guide to the curriculum system that is built around the catalog. In addressing the problems inherent in traditional approaches to curriculum for individuals labeled moderately and severely handicapped, this book outlines a comprehensive alternative approach and describes procedures for using The Activities Catalog in high school, work, or residential settings. The titles of the eleven chapters are:

1. Why a New Curriculum?
2. The Activities Catalog
3. Overview of the Total Curriculum System
4. Assessment and Individualized program Planning
5. Alternate Performance Strategies for Individuals with Severe Disabilities
6. Designing Interventions to Meet Activity Goals
7. Using the Activities Catalog in Program evaluation
8. Using the Activities Catalog in High School Programs for Students with Severe Disabilities
9. Using the Activities Catalog in Residential Programs for Individuals with Severe Disabilities
10. Using the Activities Catalog in Employment Programs
11. A Guide to Life-Style Planning: Using the Activities Catalog to Integrate Services and Natural Support Systems

Wimmer, D. (1981). Functional learning curricula in secondary schools. Exceptional Children, 47(8), 610-616.

The major issue addressed in this article is the "match" between traditional secondary school curriculum and the skills needed by many handicapped students. Many factors have resulted in increased curricular relevance for handicapped students, including the influence of the career educational movement on the secondary curriculum, and increasing cooperation between vocational education and special education. The functional learning curricula model presented suggests that adaptation by the school as well as by the student will be a necessary step toward assuring the appropriateness of the educational program for handicapped adolescents.

Wircenski, J. L., Passmore, D. L., Emshoff, B., Ay, U., & Kulachi, M. (1981). Handbook for the implementation of school-to-work transition skills for disadvantaged youth. University Park, PA: Division of Occupational and Vocational Studies. The Pennsylvania State University.

This Handbook consists of five major sections: (a) a listing of school-to-work transition skills, (b) sources of information pertaining to exemplary programs, (c) resource materials applicable to the delivery of the skills, (d) a listing of general information sources, and (e) a bibliography of references used in the construction of the handbook.

VOCATIONAL-CAREER CONSIDERATIONS

Brolin, D.E., (1989). Life centered career education: A competency based approach. Third revision. Council for Exceptional Children, 1920 Association Drive, Dept. CS89M, Reston, VA 22091-1589.

Dr. Donn Brolin has been one of the field's leaders in the area of career development and education for persons with handicapping conditions. This curriculum on Life-Centered Career Education is one of his major contributions in the area. The main sections of this book are entitled:

- Career Education: Where Do We Go From Here?
- The Life Centered Career Education Curriculum
- Competency Units: Daily Living Skills, Personal-Social Skills, and Occupational Guidance Preparation
- Sources of Instructional Materials and Other Resources
- Student Competency Assessment and Planning for Individualized Education Program

(Also see in Assessment section Bucher and Brolin's "The Life-Centered Career Education (LCCE) Inventory: A Curriculum-Based, Criterion-Related Assessment Instrument")

Brolin, D., & Loyd, R. (1989). Journal of Career Development, 15(4), 265-273.

Drs. Brolin and Loyd address the area of career education for students with disabilities from the standpoint of some of the fields major activities and accomplishments. Specifically, the article is divided into two major sections entitled (a) the current status and nature of career education, and (b) research, development, and implementatin efforts.

Curl, R. M., McConaughy, E. K., Pawley, J. M., & Salzberg, C. L. (1987). Put that person to work! A co-worker training manual for the co-worker transition model. Logan, UT: Outreach Development and Dissemination Division. Developmental Center for Handicapped Persons. Utah State University. (Comp. No. 84.078C - OSERS File No. 212)

This manual is designed to prepare on-the-job workers for training new workers to do their job. The instructional units and their accompanying training methods are organized to guide the new trainer step-by-step in preparing workers.

Dick, M. A. (1987). Translating vocational assessment into transition objectives and instruction. Career Development for Exceptional Individuals, 10(2), 76-84.

The author describes the critical role of vocational assessment in providing appropriate career programming for students with special needs. Also presented is a process which systematically translates vocational assessment results into IEP objectives and instruction for transition. The three school-related concerns that may often arise in implementing vocational assessment include: (a) providing appropriate vocational assessment to all, (b) adequate use of assessment results, and (c) inclusion of transition objectives and instruction.

Egan, I., Fredericks, B., Peters, J., Hendrickson, K., Bunse, C., Toews, J., & Buckley, J. (1984). Associated work skills: A manual. Monmouth, OR: Teaching Research Publications.

This manual identifies associated work skills and provides guidelines for instruction in those skills. The manual was developed primarily for teachers at the secondary level, or for those involved in rehabilitation facilities at the adult level. It is noted, however, that the behaviors identified as associated work skills are those which should be taught at a very early age.

Foss, G., & Vilhauer, D. A. (1986). Working II - Interpersonal skills assessment and training for employment: Teachers's guide [24 video lessons with assessment scale]. Santa Monica, CA: James Stanfield & Company.

This curriculum incorporates field-tested methods for teaching handicapped persons the social content required for successful employment. The authors found that combining videotape modeling and problem solving was the most effective of the four methods evaluated for teaching employment-related social skills. The ISTE incorporates this instructional method into a 9-step teaching procedure designed to develop knowledge based on behavioral mastery of key social competencies. Included with this teacher's guide are three videotapes entitled, (a) "Interaction with Supervisors", (b) "Interaction with Co-Workers", and (c) "An Introduction to the Teaching Procedures used in the Working II Program." (for the accompanying assessment procedure, see Foss reference under Assessment section).

Kelly, J. A., & Christoff, K. A. (1983). Job interview training for the mentally retarded: Issues and applications. Applied Research in Mental Retardation, 4(4), 355-367.

The rationale for systematically teaching mentally retarded persons job interview and other job finding skills is presented. In addition, applied job interview training research with mentally retarded clients and other low-functioning populations is reviewed and implementation of training techniques discussed.

McLoughlin, C. S., Garner, J. B., & Callahan, M. J. (Eds.) (1987). Getting employed, staying employed: Job development and training for persons with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing Co.

This manual addresses the employment process and provides guidelines for job development, placement, and training of persons with severe handicaps. Using the step-by-step guidelines, the user is encouraged to: (a) identify job loads, (b) research prospects, (c) project a businesslike image, (d) prepare a job evaluation, (e) match employees with jobs, and (f) increase production. Sample forms and procedures are also provided.

Mithaug, D. E. (1981). How to teach prevocational skills to severely handicapped persons. Lawrence, KS: H & H Enterprises, Inc.

Dr. Mithaug describes how to teach prevocational skills and work behaviors to children and youth with severe behavior and learning problems. The manual includes (a) the specification of work behaviors and skills necessary for survival in vocational placements in schools and the community, (b) the identification of noncompliant students who exhibit a combination of learning and behavior disorders, and (c) a description of procedures that will help teachers and managers develop new skills while managing or eliminating behaviors incompatible with work. The manual also provides step-by-step, easy to follow guidelines for (a) identifying student needs, (b) specifying prevocational objectives, (c) implementing effective training and management strategies, and (d) evaluating the program's effectiveness.

Patton, P. L. (1981). A model for developing vocational objectives in the IEP. Exceptional Children, 47(8), 618-622.

A model for vocational evaluation and vocational development for handicapped youth is presented. Also, examples are provided for generating vocational goals and objectives.

Stodden, R. A., Ianacone, R. N., Boone, R. M., & Bisconer, S. W. 1987). Curriculum-based vocational assessment: A guide for addressing youth with special needs. Honolulu, Hawaii: Centre Publications, International Education Corp.

The authors have prepared a comprehensive handbook which provides (a) clear and sequential procedures describing when and how to begin vocational assessment, (b) guidelines for personalizing the assessment process so that it reflects the needs of

the local educational systems, (c) procedures for developing assessment instruments, (d) steps and activities necessary for obtaining and sustaining staff support and participation, (e) methods for organizing assessment information, and (f) techniques for interpreting assessment findings. The handbook is divided into seven sections, the titles of which are:

1. Overview
2. A Team Process for Planning and Developing a Curriculum-Based Vocational Assessment Approach
3. Specific Points of Focus for the Implementation of a Curriculum-Based Vocational Assessment Program Concept
4. Collection of Curriculum-Based Vocational Assessment Information
5. Preparation of Curriculum-Based Vocational Assessment Information
6. Application of Curriculum-Based Vocational assessment Information
7. Application of Curriculum-Based Vocational Assessment with Special Needs Populations within Varied Settings

Stowitschek, J. J., & Salzberg, C. L. (1987). Job success for handicapped youth: A social protocol curriculum. Reston, VA: Council for Exceptional Children.

This monograph discusses the importance of social skills and social competence to employment success for persons with handicapping conditions. Guidelines, procedures, and instrumentation are provided for (a) assessing client status on socially validated social skills required in both school and community-based employment settings, (b) effective use of curriculum guidelines and scripts for teaching essential social skills, (c) teaching social skills in actual work settings, and (d) individualizing the instructional process to accommodate both client attributes and special setting requirements.

Trach, J. S., & Rusch, F. R. (1988). Research and trends in employment of adolescents with handicaps. Child and Youth Services, 10(2), 183-200.

The authors address the current curriculum programming trends that appear to be facilitating the transition of adolescents with handicaps into "everyday" community settings. Community-referenced curriculum models appear more promising than traditional curriculum models. Similarly, traditional instructional strategies appear only partially to prepare students for employment, whereas, new curriculum models seem to incorporate strategies, such as self-control, which promote maintenance and generalization. The authors contend that these newer curricular focuses and teaching strategies may be critical factors to ensure integration and transition into community work settings.

Wehman, P., & McLaughlin, P. J. (1980). Vocational curriculum for developmentally disabled persons. Baltimore: University Park Press.

This text addresses the need for a vocational curriculum along with a sequenced array of work skills that provide a continuum of jobs. Each work skill is presented with an instructional objective, statement of prerequisite skills and materials required, task analysis, and teaching strategies. The text is divided into eleven parts, the titles of which are:

1. Vocational Programming: State of the Art
2. Development and Implementation of a Sheltered Workshop Program
3. Toward Competitive Employment of Developmentally Disabled Individuals
4. Vocational Evaluation
5. Core Skills Subdomain
6. Domestic Skills Subdomain
7. Food Service Skills Subdomain
8. Home Industry Skill Subdomain
9. Horticulture Skills Subdomain
10. Janitorial Skills Subdomain
11. Office/Clerical Skills Subdomain

Wircenski, J. L. (1982). Employability skills for the special needs learner: An integrated program of reading, math, and daily living skills. Rockville, MD: Aspen Publishers, Inc.

This curriculum manual is designed to assist the classroom teacher in the delivery of employability skills to special needs learners. The material is tailored for students who have displayed deficiencies or who lack knowledge in the understanding of those factors necessary for employment. The accompanying reading and mathematics activities are written for students who are below grade level in these two basic skills. The lessons are for the purpose of helping exceptional learners to develop the socialization, communication, financial management, values clarification, and job procurement and retention skills necessary for their successful entry into work. Specifically, the book is divided into the following skill sections with lesson plans provided for each skill area: (a) Socialization Skills, (b) Communication Skills, (c) Financial Management Skills, (d) Values Clarification Skills, and Job Procurement and Retention Skills

COMMUNITY-INDEPENDENT LIVING CONSIDERATIONS

Browning, P., & Rhoades, C. (1986). Self-advocacy for people with developmental disabilities: Teachers resource book and five-part video series. Santa Monica, CA: James Stanfield Publishing Company.

The purpose of this five part video series and accompanying training manual is to provide the user (teachers, rehabilitation counselors, parents, volunteers, transition team)

with field-tested instructional material for establishing informal support systems for developmentally disabled adolescents and adults. This material is based on the People First self-advocacy organization. The user will witness self-advocates running their own organization and speaking as experts on their own behalf. Also covered "live" is (a) a step-by-step process for starting a local self-advocacy group, (b) advisors discussing their role as "helpers" with self-advocacy groups, (c) important considerations for officer training, and (d) "how to steps" for organizing a People First convention, which is one of the important features of the People First organization (interested persons may also contact Dr. Browning, Head, Department of Rehabilitation and Special Education, Auburn University---844-5943).

Dever, R. B. (1989). A taxonomy of community living skills. Exceptional Children, 55(5), 395-404.

Dr. Dever conducted a survey to assess important domains for community living skills. The "experts" rated items in each of the five domains (i.e., personal maintenance and development, homemaking and community life, vocational, leisure, and travel). In turn, these responses provided a basis for the development of the curriculum taxonomy (see Dever reference below).

Dever, R. B. (1988). Community living skills: A taxonomy. American Association on Mental Deficiency: Washington, D.C.

This monograph includes five domains with accompanying goals or "endpoints of instruction" in community living skills. The taxonomy is intended to assist curriculum developers in understanding what they should look for when making decisions about what to teach. Of particular importance is the chapter on constructing an agency curriculum and the five chapters which identify each of the domains (personal maintenance and development, homemaking and community life, vocational, leisure, and travel). Broad goals are presented for each domain, as well as specific instructional goals which should result from locally developed curricula.

Falvey, M. A. (Ed.) (1989). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore: Paul H. Brookes Publishers.

Dr Falvey has prepared a comprehensive text on the area of community-based curriculum for students with severe disabiities. This book has fourteen chapters, the titles of which are:

1. Introduction
2. Partnerships with parents and Significant Others
3. Assessment Strategies
4. Instructional Strategies
5. Community Skills

6. Domestic Skills
7. Recreational Skills
8. Employment Skills
9. Transition Issues and Strategies
10. Motor Skills
11. Communication Skills
12. Functional Academic Skills
13. Integration Issues and Strategies
14. Developing and Fostering Friendships

Irvin, L., Halpern, A., & Beckland, J. (ND). Skills for independent living kit. Monterery, California: CTB/McGraw Hill.

This curriculum addresses nine areas of practical life activity, such as job search skills, budgeting, and health. The Independent Living Kit is a curriculum that includes more than 250 instructional objectives with accompanying recommendations for student activites. The two accompanying assessment instruments linked to the nine functional skill areas are the Social and Prevocational Information Battery and Tests for Everyday Living. These instruments can be found elsewhere in this document (see sections on "Functional Assessment in Vocational-Career and Community, Independent Living").

Matson, J.L. (1988). Teaching and training relevant community skills to mentally retarded persons. Child and Youth Services, 10,(2), p 107-121.

Valletutti, P. J.; & Bender, M. (1982). Teaching interpersonal and community living skills: A curriculum model for handicapped adolescents and adults. Baltimore, MD: University Park Press.

A model is presented for teaching interpersonal and community living skills to handicapped adolescents and adults. It is written from a functional perspective and features (a) curriculum objectives, (b) model instruction plans, relevant illustrations, instructional resources, and (c) the dimensions of the learning task. Emphasized are those skills pertinent to the individual in his role as worker, consumer, resident, citizen, learner, and participant in leisure activities. This books has nine chapters, the titles of which are:

1. Introduction and Overview: A Functional Approach to Curriculum Development
2. The Individual as a Responsive and Responsible Person
3. The Individual as a Member of a Household
4. The Individual as a Traveler
5. The Individual as a Learner
6. The Individual as a Worker
7. The Individual as a Participant in Leisure Experiences
8. The Individual as a Consumer of Goods and Services
9. The Individual as a Responsible and Responsive Citizen

PROGRAMS AND SERVICES IN TRANSITION

The PROGRAMS and SERVICES resources are presented under the following three headings:

- GENERAL CONSIDERATIONS
- PERSONNEL CONSIDERATIONS
- INTERAGENCY CONSIDERATIONS

GENERAL CONSIDERATIONS

Benz, M. R., & Halpern, A. S. (1986). Vocational preparation for high school students with mild disabilities: A statewide study of administrator, teacher, and parent perceptions. Career Development for Exceptional Individuals, 9(1), 3-15.

The findings of a statewide (Oregon) study designed to examine a full array of secondary special education programs are described. The three groups examined were special education administrators, teachers, and parents. The results are discussed in terms of (a) current vocational opportunities, (b) coordination of opportunities, and (c) areas in greatest need of improvement.

Benz, M. R., & Halpern, A. S. (1987). Transition services for secondary students with mild disabilities: A statewide perspective. Exceptional Children. 53 (6), 507-514.

Drs. Benz and halpern report the partial findings of a statewide study concerning secondary programs for students with mild disabilities. The subjects included the population of the state's special teachers and LEA administrators, and a stratefied random sample of parents of students with mild disabilities. Results indicate that (a) very few districts were using written interagency agreements, (b) there were considerable discrepancies between administrators and teachers over who was responsible for transition planning, (c) teachers wanted more and better involvement of parents, and (d) the follow-up of secondary special students was rare.

Brown, J. W. (1988). Satisfaction and satisfactoriness measures for students with disabilities in postsecondary vocational education programs. Career Development for Exceptional Individuals, 11(2), 80-91.

This article addresses a "system" designed to identify and monitor high-risk students in postsecondary vocational training programs in vocational-technical institutes. This identification and monitoring system is based on the hypothesis that many special

students' educational problems can be effectively overcome if instructors and postsecondary support services personnel (e.g., technical tutors, remedial math and reading specialists, vocational rehabilitation counselors, and financial aid specialists) are made aware of educationally relevant risk factors exhibited by these students.

Castellani, P. J. (1987). The political economy of developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

The author describes the growth and changing structure of state and local services for persons with developmental disabilities in terms of the political, economic, and social forces that shape them. The purpose of the book is to (a) identify the central issues and problems in a new system of community-based developmental services, (b) analyze the factors that affect the amounts of services that are available and the ways in which they are delivered, and (c) examine those issues and problems in a political, economy framework that shows the relationships among them.

Cobb, B., & Hasazi, S. B. (1987). School-aged transition services: Option for adolescents with mild handicaps. Career Development for Exceptional Individuals, 10(1), 15-23.

The reader is introduced to those those programs and services at the high school level that can provide the transitional services for mildly handicapped students. Especially important for these programs is a curricula that focuses on employment placement or postsecondary education placement outcomes. Eight exemplary program elements are presented and appear to best support the transitional service needs of mildly handicapped school-age students.

DeSteffano, L., & Snauwaert, D. (1989). A value-critical approach to transition policy analysis. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

The purpose of this monograph is to: (a) provide a deeper understanding of the two federal units, special education and vocational rehabilitation, that have the greatest impact on the transition initiative; and (b) analyze the implications for transition which emanate from the interaction of the two units. Within this context, four research questions are posed: (a) What are the forces that shape the two policy units?, (b) Is the transition initiative consistent with these forces?, (c), Is the interaction between special education and vocational rehabilitation policy coherent?, and if not (d) What are the implications for transition? The two methodologies used in the study were the value-critical approach to policy analysis and legislative history.

Eagle, E., Choy, E. G., Hoachlander, S., Stoddard, & Tuma, J. (ND). Increasing vocational options for students with learning handicaps. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

This manuscripts presents recommendations on specific ways vocational options can be improved for students with learning handicaps. Intended for vocational education teachers, special education teachers, and directors of vocational education, these recommendations are based on the examination of thirty exemplary programs in six states.

Elksnin, N., & Elksnin, L. K. (1988). Improving job-seeking skills of adolescents with handicaps through job clubs. Career Development for Exceptional Individuals, 11(2), 118-125.

The role and importance of the job club model for special education students in high school is presented.

Fairweather, J. S. (1989). Transition and other services for handicapped students in local education agencies. Exceptional Children, 55(4), 315-320.

A nationwide survey was conducted among special education administrators in 1,450 local education agencies (LEAs) to determine the availability of vocational programs and transition-oriented services for handicapped youth. While the results showed that most LEAs offer at least some vocational programs, transition-oriented services are not as frequently available, especially in smaller LEAs.

Fredericks, B., Covey, C., Hendrickson, K., Deane, K., Gallagher, J., Schwindt, A., & Perkins, C. (1987). Vocational training for students with severe handicaps. Monmouth, OR: Teaching Research Publications.

The authors provide a philosophy for a vocational program at the secondary level for students who are moderately and profoundly impaired. The book provides details on implementing a community-based vocational training program at the secondary level. Also presented is information on (a) job development, (b) training of students on jobs, (c) data keeping, (d) the teaching of associated workskills, and (e) maintaining good public relations with employers.

Gaylord-Ross, C., Forte, J., & Gaylord-Ross, R. (1986). The community classroom: Technological vocational training for students with serious handicaps. Career Development for Exceptional Individuals, 9(1), 24-33.

The authors describe a community-based, vocational training program for students with severe handicapping conditions. The goal of the program presented was for

students to acquire appropriate work behaviors as well as specific technological job skills that would generalize to future employment settings. Results suggest community vocational training programs offer a promising vehicle for reversing the high rates of unemployment among disabled adults.

Geletka, J. R. (1986). Projects with industry: Its role in transition. American Rehabilitation, 12(3), 2-5, 14-15.

"Projects with Industry" is considered as an intervention strategy to assist students with disabilities to make a successful transition from school to work. Special attention is given to the importance of employer participation in the transition process and supported work/employment programs.

Halpern, A. S., Benz, M. R., & Lindstrom, L. (January, 1991). A systems change approach to improving secondary special education and transition programs at the local community level. Eugene, Oregon: University of Oregon, Mildly Handicapped Program (an unpublished manuscript)

The discuss how their work over the past six years has resulted in the development, implementation, and evaluation of what has become known as the Community Transition Team Model (CTTM). The manuscript describes the background, principles and procedures, which have guided the development of the model, as well as discuss the operational manuals for implementing the model. Currently, 35 transition teams in the State of Oregon are using this model and approximately 500 people serve as team members.

Heller, H. W. (1981). Secondary education for handicapped students: In search of a solution. Exceptional Children, 47(8), 582-589.

Programming for handicapped students at the secondary level has long been a neglected component of the educational continuum. However, since passage of P.L. 94-142, there has been some effort to develop quality programs at this level. This article, which is an introduction to this Exceptional Children special issue on secondary programming, briefly outlines those variables that led to past and current lack of secondary level programming for handicapped students.

Kallemback, S. C. (ND). The directory of human resources to better serve learners with special needs in vocational education. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

This directory contains names and addresses of contact persons in state and national agencies, associations, and organizations. Also, it lists clearinghouses, centers

for education information, curriculum centers, computer-based information networks, and databases.

Kallembach, S. C. (ND). Resources to facilitate the transition of learners with special needs from school-to-work or postsecondary education. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

This manuscript presents information which will assist state and local administrators of vocational special needs programs, special needs educators, and researchers in addressing the transition of special needs students to the workplace.

Kaufman, P. (ND). Participation of special education students in high school vocational education: The influence of school characteristics. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

Features of school that provide vocational training to large proportions of their special education students is presented. The results are based on a nationally representative data bank.

Martin, J. E., & Husch, J. V. (1987). School-based vocational programs and labor laws. Journal of the Association for Persons with Severe Handicaps, 12(2), 140-144.

The authors review the rules and regulations of the U.S. Fair Labor Standards Act in relation to school-based vocational programs and emphasize the payment of wages across different training and placement options.

McDonnell, J., Wilcox, B., & Boles, S. M. (1986). Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(1), 53-60.

State administrators of educational, vocational, and residential services were interviewed in an attempt to define the scope of the post-school service needs of individuals exiting public school programs on a national level. The results of the survey are discussed in terms of the implications for state agencies in effectively planning the transition of students with severe handicaps from school to postschool services.

Okolo, C.M., & Sitlinton, P. (1986). The role of special education in LD adolescents' transition from school to work. Learning Disabilities Quarterly. 9, 141-155.

Despite increasing interest in the transition of youth with handicaps from school to post-secondary training and employment, the current data suggests that few

secondary special education programs provide relevant services. This article gives a rationale for and a delineation of the types of services which can facilitate the transition process for adolescents with learning disabilities. The authors present a review of recent studies on the vocational adjustment of LD individuals and identify the skills needed for successful transition to the world-of-work. Also discussed are current practices in secondary special education and vocational education as well as secondary types of relevant activities, such as: (a) occupational awareness, (b) in depth career/vocational assessment, (c) instruction in job-related academic skills, (d) instruction in job-related interpersonal skills, (e) support services to other disciplines involved in vocational programming, and (f) post-school placement and follow-up.

Revell, W. G., Jr., Arnold, S., Taylor, B., & Zaitz-Blotner, S. (1982). Project Transition: Competitive employment service for the severely handicapped mentally retarded. Journal of Rehabilitation, 48 (1), 31-35.

Project Transition is an urban-based, job placement program providing job placement and job maintenance services to severely handicapped mentally retarded individuals. Through a program of preplacement orientation within competitive job settings and on-site training following job placement, consumers are provided with support required for them to retain competitive level employment. Those placed through the project receive full competitive wages and benefits without subsidy from government funds during training and employment.

Schwamm, J. B. (1986). Transitional service centers: From school to work for students with developmental disabilities. Rehabilitation Literature, 47(9-10), 236-239.

The Association for Retarded Citizens of the United States was funded by the Administration on Developmental Disabilities (ADD) to establish a national system of Transitional Service Centers (TSC) to ensure both appropriate direction and availability of needed services and programs for students who entered the transition phase from school-to-work.

Stake, R. E., Denny, T., & DeStefano, L. (1989). Perceptions of effectiveness: Two case studies of transition model programs. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325)

This monograph presents the major phases of a model demonstration process and reports two case transition project studies looking at these phase elements. The phases are (a) development, (b) implementation, (c) operation, (d) evaluation, (e) dissemination, (and (f) replication/continuation.

Summers, J. A. (Ed.) (1986). The right to grow up: An introduction to adults with developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

The author provides an appraisal of the changing emotional and physical needs of maturing young adults with developmental disabilities. Also presented and discussed are the services that are available to persons with developmental disabilities and the issues regarding the provision of services to these individual throughout their lives.

Wilcox, B. (1987). High school programs for students with disabilities: What should parents expect? Exceptional Parent, 17(6), 37-41.

Dr. Wilcox describes high school programs in Oregon which emphasize four objectives: (a) building social skills and a social network, (b) building competence in coping with the demands and opportunities of a complex community environment, (c) building a work history, and (d) ensuring that parents have an active involvement in their children's program and future.

Wilcox, B., & Bellamy, T. G. (Eds.) (1982). Design of high school programs for severely handicapped students. Baltimore: Paul H. Brookes Publishing.

This book focuses on preparing severely handicapped students for functioning in future work and living environments. It addresses vocational, leisure, and independent living skills across the home, school, and community environments. In essence, it provides the reader with a comprehensive framework for the provision of quality secondary education for adolescents with severe disability. The book is divided into 13 chapters, the titles of some of which are:

- A Basis for Program Design
- Curriculum Content
- Developing Individualized Education Programs
- General Case Programming for Community Activities
- Instructional Methods
- Managing Classroom Operations
- Strategies for Vocational Preparation
- Preparation for Independent Living
- From School to What? Transition and Adult Services

Zeller, R. (1984). Analysis of policy issues: Graduation and the diploma for handicapped students in public schools. Eugene, OR: Western Regional Resource Center.

A major problem for educators has been the graduation requirements for handicapped students and the award of diplomas or other certificates. The reader is introduced to a set of standards based on those decisions and opinions against which existing or proposed graduation and diploma policies can be judged.

PERSONNEL CONSIDERATIONS

Chadsey-Rusch, J. (1988). Personnel preparation for leadership in transition. Journal of Vocational Special Needs Education, 11(1), 29-32.

Dr. Chadsey-Rusch describes the common knowledge and skills which transition personnel need in order to facilitate the successful transition of youth from high school into competitive employment placements. The knowledge and skills specified are based upon the results of a study that compared the successful and unsuccessful placements of secondary students with mental handicaps into competitive employment. The argument is that, if we can identify the variables associated with successful competitive employment, then personnel involved in transition should have the knowledge and skills to impact on these variables. The five variables that have been identified that seem to be associated with successful employment placements are: (a) student attitude, (b) job match, (c) creative employment specialists, (d) follow-up support, and (e) team effort.

Chadsey-Rusch, J., & Hanley-Maxwell, C. (Eds.) (ND). Enhancing transition from school to the workplace for handicapped youth: Personnel preparation implications. University of Illinois at Urbana-Champaign, Office of Career Development for Special Populations, College of Education, A Publication of the national Network for Professional Development in Vocational Special Education.

This monograph is the result of 12 invited papers prepared for a series of conferences, the purpose of which was to: (a) train and update teacher educators regarding current and emerging trends in employment preparation for persons with handicaps, particularly as it relates to improving their transition from school to work; (b) disseminate innovative personnel development models and resource materials; and (c) facilitate collaboration among teacher educators, and state and local personnel, the planning and delivery of personnel development programs. The manuscript is divided into four sections (Transition Models, the Role of Vocational Education, The Role of Special Education, and the Role of Vocational Rehabilitation), and 12 papers, the titles of which are:

1. OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life
2. Transition for Handicapped Youth from School to Work
3. A Model for Enhancing the Transition of Mildly Handicapped Youth into Postsecondary Vocational Education
4. Vocational Education's Role in the Transition of Handicapped Persons
5. Implications for Inservice Training for Vocational Teacher Educators in the Transition Process
6. Implications for Preservice Training for Vocational Teacher Educators in the Transition Process

7. A Model for Providing Comprehensive Transitional Services: The Role of Special Education
8. Inservice Training Implications for Teacher Educators in Special Education in the Transition Process
9. Preservice Implications for Secondary Special Education: Preparing Teachers to Enhance the Transition Effort
10. Transition from School to Work
11. Transition Services for Young Adults with Severe Disabilities: Professional Roles and Implications
12. Preservice Implications for Delivering Effective Transitional Services in Vocational Rehabilitation

Cohen, D. E., Patton, S. L., & Melia, R. P. (1986). Staffing supported and transitional employment programs: Issues and recommendations. American Rehabilitation, 12(2), 20-24.

The authors provide an overview of methods and findings of a study which defined critical organizational and competency issues related to the training and employment of job coaches and similar direct service providers. While recommendations are mainly directed to federal officials, the information on managing, training, and structuring staff roles for supported and transitional employment are germane for all types of supported and transitional employment settings.

Fadely, D. C. (1987). Job coaching in supported work programs. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Services. University of Wisconsin-Stout.

The many roles and functions of job coaches in various employment settings are discussed. Also presented are techniques and procedures that have been found to be effective in actual job coaching situations. This book is useful as (a) self-study or in-service training, (b) as a reference for developing a job description for job coaches, (c) as an aid for supervisors planning to hire job coaches, and (d) as a guide for agencies seeking to establish supported work programs.

McDaniel, L. (1982). Changing vocational teachers' attitudes toward the handicapped. Exceptional Children, 48(4), 377-378.

The purpose of this study was to determine the most effective way for positively changing the attitudes of vocational educators toward mainstreamed handicapped students. The findings suggest that it is possible to modify attitudes of vocational teachers and teacher trainees toward the handicapped via of both pre-service and in-service education.

Minner, S. (1982). Expectations of vocational teachers for handicapped students. Exceptional Children, 48(5), 451-453.

The purpose of this study was to examine the initial expectations of secondary vocational teachers toward mainstreamed handicapped students. The three areas investigated were vocational teachers' initial perceptions of (a) the academic potential of handicapped students, (b) the behavioral and social potential of handicapped students, and (c) the vocational teachers ability to work with students of varying handicapped backgrounds. The sample consisted of 66 regular-class vocational teachers representing the areas of business, home economics, trades and industry, and vocational agriculture. The results indicate that the vocational education teachers vary considerably in terms of how they perceive the academic and behavioral abilities of handicapped students. Furthermore, the presence of the labels (e.g., learning disabled) lower the initial academic and behavioral expectations of the vocational teachers.

Rosenberg, H., & Tesolowski, D. G. (1980). Preparing professional educators to be advocates for vocationally-oriented special need students. Education and Training of the Mentally Retarded, 15(2), 132-138.

The educator's role in the advocacy movement for vocationally oriented special needs students is discussed. The topics addressed include (a) the development of the advocacy movement in education, (b) the challenge of the advocacy role for teachers, (c) examples of advocacy intervention (e.g., psycho-educational assessment, referral to non-public school ancillary services), and (d) a model program for preparing teachers to be advocates.

INTERAGENCY CONSIDERATIONS

Baxter, J. M. (1982). Solving problems through cooperation. Exceptional Children, 48(5), 400-407.

A guide is presented for using cooperative agreements to increase the utilization of community resources for servicing handicapped persons. Also discussed are suggestions for using cooperative agreements to improve services and expand resources for the handicapped as well as procedures for designing, implementing, and measuring the costs and benefits of cooperative programs.

Burleigh, D. L. (1987). Partnerships in rehabilitation: Tradition and challenge. American Rehabilitation, 13(2), 12-13, 29-31.

The author highlights cooperative agreements used by vocational rehabilitation to facilitate the vocational rehabilitation and employment of its clients.

DeSteffano, L., & Snauwaert, D. (1989). A value-critical approach to transition policy analysis. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

The purpose of this monograph is to: (a) provide a deeper understanding of the two federal units, special education and vocational rehabilitation, that have the greatest impact on the transition initiative; and (b) analyze the implications for transition which emanate from the interaction of the two units. Within this context, four research questions are posed: (a) What are the forces that shape the two policy units?, (b) Is the transition initiative consistent with these forces?, (c), Is the interaction between special education and vocational rehabilitation policy coherent?, and if not (d) What are the implications for transition? The two methodologies used in this study were the value-critical approach to policy analysis and legislative history.

Heal, L., Copher, J.L., & Rusch, F. R. (1990). Inter-agency agreements (IAA's) among agencies responsible for the transition education of students with handicaps for secondary schools to post-secondary settings. Career Development for Exceptional Individuals. 13, 121-127.

Hill, M., Hill, J. W., Wehman, P., Revell, G., Dickerson, A., & Noble, J. H. (1987). Supported employment: An interagency funding model for persons with severe disabilities. Journal of Rehabilitation, 53(3), 13-21.

Virginia's interagency agreement that provides for cooperative funding of supported competitive employment is discussed. Steps toward reallocating existing funds into supported employment options are listed and implementation guidelines and requirements for enhancing the current service system are presented, including (a) the establishment of funding mechanisms which promote ongoing service, (b) methods for transferring case management among agencies, and (c) evaluation of service programs by measuring their impact on consumer outcomes for adults with severe disabilities.

Johnson, H. W., McLaughlin, J. A., & Christensen, M. (1982). Interagency collaboration: Driving and restraining forces. Exceptional Children, 48(5), 395-399.

The authors present an information base on interagency collaboration. Interagency collaboration is defined as a process in which two or more agencies integrate their resources to provide services to meet the individual needs of handicapped learners. The most important of the many factors associated with the success of interagency agreements is the degree to which people affiliated with the program can work together.

Johnson, D. R., Bruininks, R. H., & Thurlow, M. L. (1987). Meeting the challenge of transition service planning through improved interagency cooperation. Exceptional Children, 53(6), 522-530.

The improvement of transition services through effective management strategies in service planning and coordination is proposed. Also discussed are current barriers to effective service planning and coordination between agencies, including (a) conflicting policy goals, (b) eligibility criteria, (c) funding patterns across agencies, and (d) an inconsistent national policy. Three major approaches are presented to overcoming barriers to effective service planning, all of which require that present approaches to interagency service planning and coordination of services need to be changed.

Stodden, R. A., & Boone, R. (1987). Assessing transition services for handicapped youth: A cooperative interagency approach. Exceptional Children, 53(6), 537-545.

A cooperative interagency approach for assessing the effectiveness of programs and services for facilitating the transition of handicapped students is presented. First, the reader is introduced to (a) the concerns that have made transition a priority educational issue, (b) the need to address the issue of transition from a cooperative interagency approach, and (c) the barriers that impede interagency collaboration. Next presented is the experience of an interagency transition planning team and the team decisions that led to the development of a model for cooperative interagency assessment of transition services and programs. Finally, an interagency model is described in terms of its conceptual and operational framework, advantages, and generalizability.

Weicker, L. P., Jr. (1987). A look at policy and its effect on special education and vocational rehabilitation services. Career Development for Exceptional Individuals, 10(1), 6-9.

Senator Lowell Weiker discusses federal legislation in terms of its effects on special education, vocational rehabilitation services, and transitional services. In addition to pointing out the responsibility of business and industry to see that young people with disabilities continue their educational development into adulthood, he discusses the importance of partnerships among schools, businesses, and federal, state and local governments as critical in ensuring that disabled persons have the range of services and opportunities necessary to assist them in being independent, productive, and fully integrated into the mainstream of society.

RESEARCH ON TRANSITION

The RESEARCH resources are presented under the following three headings:

- GENERAL (select) CITATIONS
- FOLLOW-UP, FOLLOW-ALONG STUDIES
- NATIONAL PROFILES

GENERAL (SELECT) CITATIONS

Rusch, F. R. (1990). Research in secondary special education and transitional employment. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

This monograph from the National Transition Institute at Illinois provides a series of research studies on the transition from school-to-work for students with disabilities. Specifically, seven research papers are presented, the titles of which are:

1. Parent Involvement in Transition Programs
2. Using a Cognitive Process Approach to Teach Social Skills
3. An Analysis of Minority Status Supported Employees in Relation to Placement Approach and Selected Outcomes
4. Toward a Definition of Social Skills: Implications for Adults with Mental Retardation in Employment Settings
5. Social Interactions of Secondary-aged Students with severe handicaps: Implications for Facilitating the Transition from School to Work
6. An Analysis of the Reasons for Job Separations in Relation to Disabilities, Placement, Job Type, and Length of Employment
7. Co-Worker Involvement Scoring Manual and Instrument

Rusch, F. R., McNair, J., & DeStefano, L. (1988). Research priorities in secondary special education and transitional services: A national survey. Career Development for Exceptional Individuals, 11(2), 99-110.

The authors contend that the efficient delivery of essential secondary special education and transitional services depends upon identifying and solving agreed-upon problems. As such, the purpose of this investigation was to identify research questions generally agreed upon as being important by selected researchers, program developers,

and state directors in the areas of rehabilitation, vocational education, and special education.

Trach, J. S., & Rusch, F. R. (1988). Research and trends in employment of adolescents with handicaps. Child and Youth Services, 10(2), 183-200.

The authors address the current curriculum programming trends that appear to be facilitating the transition of adolescents with handicaps into "everyday" community settings. Community-referenced curriculum models appear more promising than traditional curriculum models. Similarly, traditional instructional strategies appear only partially to prepare students for employment, whereas, new curriculum models seem to incorporate strategies, such as self-control, which promote maintenance and generalization. These newer curricular focuses and teaching strategies may be critical factors to ensure integration and transition into community work settings.

FOLLOW-UP, FOLLOW-ALONG STUDIES

Halpern, A. S., (1990). A methodological review of follow-up and follow-along studies tracking school leavers in special education. Career Development for Exceptional Individuals, 13(1), 13-28.

Dr. Halpern presents an analysis of 27 follow-up, follow-along studies and provides a set of guidelines for conducting future like studies of special education students in transition from school to adult community. The article is organized around seven topics: (a) need for a general model, (b) follow-up vs. follow-along, (c) sampling strategy, (d) data collecting methods, (e) defining and measuring variables, and (f) dimensions of outcome definition.

Hasazi, S. B., Gordon, L. R., Roe, C. A., Finck, K., Hull, M., & Salembier, G. (1985). A statewide follow-up on post high school employment and residential status of students labeled, "mentally retarded." Education and Training of the Mentally Retarded, 20(4), 222-234.

This study investigated the employment and residential status of 243 mentally retarded youth who had exited high school in Vermont between 1981 and 1983. Information was solicited from school records and through telephone interviews and included vocational training history, employment history, social service utilization, and residential and marital status. The results indicate that certain vocational and educational experiences during high school are related to employment rates and remain stable across rural, urban, and metropolitan areas. Also reported is that the majority of employed youths found their job through their self-family-friend network.

Kregel, J., Wehman, P., Seyfarth, J., & Marshall, K. (1986). Community integration of young adults with mental retardation: Transition from school to adulthood. Education and Training of the Mentally Retarded, 21(1), 35-42.

This study assessed the degree of community integration of 300 young adults in Virginia who had participated in special education programs for students labeled mentally retarded. Surveys were administrated by trained interviewers on variables related to basic self-satisfaction. Results indicate that the individuals surveyed were generally satisfied with their present situation and most displayed some degree of competence in the area of independent living skills. Finally, the authors present the implications of the findings and the necessity for future research in the area.

Menchetti, B. M., English, R. W., Burkhead, E. J., Leach, R, & Johnson, K. L. (1991). A follow-up of young adults with disabilities in Florida. Tallahassee, Florida: Center for Policy Studies in Education, College of Education, Florida State University.

The general purpose of this follow-up study was to determine (a) the number of youth with disabilities exiting Florida's public schools each year, (b) the type of vocational activities that former students participate in six months after leaving school, and (c) the number of former special education students receiving public services and the types of services received. more specifically, the three research questions addressed were (a) What services were received by young adults with disabilities while they were still in high school (i.e., the secondary special education phase of transition); and what are the family's perceptions about the need for more high school transition services?, ; (b) To what extent did young adults with disabilities and their families participate in a formal planning process (i.e., the intensive planning phase of transition) immediately before leaving high school and who were the major participants when transition meetings were reported?; and (c) What is the current level of community adjustment of special education leavers as reflected by employment, community living, and use of public assistance? The results of this state-wide undertaking are reported in the following three documents: (a) Executive Summary, (b) Qualitative Supplement, (c) Quantitative Supplement, and (d) Policy Report.

Mithaug, D.E., Horiuchi, C. N., & Fanning, P.N. (1985). A report of the Colorado statewide follow-up survey of special education students. Exceptional Children. 15(5), 397-404.

The Department of Education in the State of Colorado authorized in 1982 a follow-up study of its students completing special education services. Based on the responses of 234 graduates representating 26 administrative programs, the results suggest that their special education programs were influential in preparing them for post high school adjustment. Nevertheless, even most graduates were earning a living. most earnings were at minimal levels, and most respondents demonstrated patterns fo family dependence and financial instability.

Zetlin, A. G., & Hosseini, A. (1989). Six postschool case studies of mildly learning handicapped young adults. Exceptional Children, 55(5), 405-411.

One year participant observations were conducted with six mildly learning handicapped young adults after their graduation from high school. The findings indicate that all six "floundered" from job to job, class to class, and school to school. In addition, they (a) expressed discontent and frustration with their present situation, (b) were at a loss to plan for the future and maintained an unrealistic appraisal of their skills, (c) their sense of self vacillated, and (d) the patience and frustration of family members wavered.

Zigmond, N., & Thornton, H. (1985). Follow-up of postsecondary age learning disabled graduates and dropouts. Learning Disabilities Research, 1(1), 50-55.

NATIONAL PROFILES

Fairweather, J. S. (1989). Transition and other services for handicapped students in local education agencies. Exceptional Children, 55(4), 315-320.

A nationwide survey was conducted among special education administrators in 1,450 local education agencies (LEAs) to determine the availability of vocational programs and transition-oriented services for handicapped youth. While the results showed that most LEAs offer at least some vocational programs, transition-oriented services are not as frequently available, especially in smaller LEAs.

Harnisch, D. L., & Fisher, A. T. (1989). Digest on youth in transition. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

This monograph presents a comprehensive examination and review of a national profile on the educational, employment, and independent living outcomes attained by youth with handicaps as they exit school and enter the labor force. The two data sources used were derived from the Eight Annual Report to Congress on the Implementation of the Education of the Handicapped Act and the National Center for Eduction Statistics High School and Beyond follow-up longitudinal data files. This monograph, which includes 20 tables and 35 figures, is divided into the following seven chapters:

1. Introduction to Secondary Analysis of Extant Data Sources
2. An Analysis of the Number of Youth with Handicaps Served by Conditions
3. The Development of a District-Based Longitudinal Follow-up Study of Special Education Graduates

4. Post-School Employment Patterns of Handicapped and Nonhandicapped Graduates and Dropouts
5. Development and Analysis of Independent Living Scales
6. Associations of Independent Living Scales with Employment, Education, and Demographic Factors
7. Summary

Gonzalez, P. A., Carren, M. S., & Lai, Y. (1990). Compendium of project profiles 1990. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

This information resource is a directory of both current and newly expired Secondary and Transition Initiative projects funded under the Office of Special Education and Rehabilitative Services (OSERS). (also see Rugg's 1989 Compendium)

McDonnell, J., Wilcox, B., & Boles, S. M. (1986). Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(1), 53-60.

State administrators of educational, vocational, and residential services, were interviewed in an attempt to define the scope of the post-school service needs of individuals exiting public school programs on a national level. The results of the survey are discussed in terms of the implications for state agencies in effectively planning the transition of students with severe handicaps from school to postschool services.

Rugg, D. (1989). Compendium of project profiles. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

This information resource is a directory of both current and newly expired Secondary and Transition Initiative projects funded under the Office of Special Education and Rehabilitative Services (OSERS). (also see Gonzales and Carran's 1990 Compendium)

The Transition of Secondary Age Students with Handicaps, Chapter 3 (1990). Twelfth Annual Report of Congress on the Implementation of the Education of the Handicapped Act, Prepared by the Division of Innovation and Development, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, D.C.

This manuscript addresses special education students while in high school, as well as during the transition period from high school to employment and community integration. The reader is first introduced to the findings from the Office of Special

Education Program's (OSEP) co-sponsored High School Transcript Study, a national study which investigated the patterns of courses (academic, personal, vocational) taken by secondary students with handicaps. In essence, these findings are based on the records from a representative sample of 435 high schools, and include the transcript-based patterns of 6,585 and 27,559 handicapped and non-handicapped students, respectively. Second, the achievement results of high school students with handicaps is reported from the results of OSEP's co-sponsored National Longitudinal Transition Study. Third, the reader is provided with the Office of Special Education Program's (OSEP) state reported data on the exiting status of special education students in transition, as well as anticipated services needed by these students. Finally, the reader is introduced to the efforts being made at the State and Federal levels to evaluate the high school experiences of special education students, both in terms in-school and out-of-school experiences.

INFORMATION RESOURCES ON TRANSITION

The INFORMATION RESOURCES are presented under the following six headings:

- BOOKS
- DIRECTORIES
- JOURNAL (SPECIAL) ISSUES
- FEDERALLY FUNDED PROJECTS
- LITERATURE DOCUMENTS
- NATIONAL TRANSITION INSTITUTE

BOOKS (Commercial)

Books provide one of the more useful and comprehensive information resources available. The Transition-related books listed below are given in title only. A provision of the content for each, however, can be found elsewhere in this manuscript. In other words, the individual books and their respective chapter titles are cited under appropriate headings throughout this Literature Resource. The individual chapters of these respective books, however, have not been annotated in this document. Thus, the user will want to peruse for each book of interest the table of content to identify chapters of special interest.

Berkell, D. E., & Brown, J. M. (1989). Transition from school to work for persons with disabilities. New York: Longman.

Brolin, D. E., & Kokaska, C. J. (?). Career education for handicapped children and youth. Columbus, OH: Charles E. Merrill Publishing Co.

Browning, P., & Rhoades, C. (1986). Self-advocacy for people with developmental disabilities: Teachers Resource Book and Five-Part Video Series. Santa Monica, CA: James Stanfield Publishing Company.

Bruininks, R. H., & Lakin, K. C. (Eds.) (1985). Living and learning in the least restrictive environment. Baltimore: Paul H. Brookes Publishing Co.

Castellani, P. J. (1987). The political economy of developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

Clark, G. M., & Kolstoe, O. P. (1990). Career development and transition education for adolescents with disabilities. Boston: Allyn and Bacon.

Dever, R.B. (1988). Community living skills: A taxonomy. American Association on Mental Deficiency: Washington, D.C.

Falvey, M. A. (Ed.) (1989). Community-based curriculum: Instructional strategies for students with severe handicaps.

Fredericks, B., Covey, C., Hendrickson, K., Deane, K., Gallagher, J.; Schwindt, A.; & Perkins, C. (1987). Vocational training for students with severe handicaps. Monmouth, OR: Teaching Research Publications.

Gaylord-Ross, R. (Ed.) (1988). Vocational education for persons with handicaps. Mountain View, CA: Mayfield Publishing Co.

Halpern, A. S., Lehmann, J. P., Irvin, L. K., & Heiry, T. J. (1982). Contemporary assessment: For mentally retarded adolescents and adults. Baltimore: University Park Press.

Ianacone, R. N., & Stodden, R. A. (Eds) (1985). Transition issues and trends. Division of Mental retardation, The Council on Exceptional Children.

Lakin, K. C., & Bruininks, R. H. (Eds.) (1985). Strategies for achieving community integration of developmentally disabled citizens. Baltimore: Paul H. Brookes Publishing Co.

Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (1988). Transitions to adult life for people with mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

McLoughlin, C. S., Garner, J. B., & Callahan, M. J. (Eds.) (1987). Getting employed, staying employed: Job development and training for persons with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing Co.

Miller, S. R., & Schloss, P. J. (1982). Career-vocational education for handicapped youth. Rockville, MD: Aspens Systems Corporation.

Mithaug, D. E. (1981). How to teach prevocational skills to severely handicapped persons. Lawrence, KS: H & H Enterprises, Inc.

Mithaug, D. E., Martin, J. E., Agran, M., & Rusch, F. R. (1988). Why special education graduates fail: How to teach them to succeed. Colorado Springs, CO: Ascent Publications.

Meers, G. D. (Ed.) (1980). Handbook of special vocational need education. Rockville, MD: Aspen Systems Corporation.

Mulick, J. A., & Mallory, B. L. (Eds.) (1984). Transitions in mental retardation: Advocacy, technology and science. (Volume 1). Norwood, New Jersey: Albex Publishing Corporation.

Mulick, J. A., & Mallory, B. L. (Eds.) (1987). Transitions in mental retardation: Issues in therapeutic intervention. (Volume 2). Norwood, New Jersey: Albex Publishing Corporation.

Mulick, J. A., & Antonak, R. F. (Eds.) (1987). Transitions in mental retardation: The community imperative revisited (Volume 3). Norwood, New Jersey: Albex Publishing Corporation.

Powell, T. H., Pancsofar, E. L., Steere, D. E., Butterworth, J., Itakowitz, J., S., & Rainforth, B. (1991). Supported employment: . Providing integrated employment opportunities for persons with disabilities. New York: Longman.

Rusch, F. (Ed.) (1986). Competitive employment issues and strategies. Baltimore: Paul H. Brookes Publications.

Pueschel, S. M. (Ed.) (1988). The young person with Down Syndrome: Transition from adolescence to adulthood. Baltimore: Paul H. Brookes Publishing Co.

Schalock, R. L. (1986). Transitions from school to work. Washington, DC: National Association of Rehabilitation Facilities.

Schloss, P. J., Highes, C. A., & Smith, M. A. (Eds.) (1988). Mental retardation: Community transition. Boston, MA: Little, Brown & Company.

Schloss, P. J., & Schloss, C. N. (1985). Strategies for teaching handicapped adolescents: A handbook for secondary level educators. Austin, Texas: PRO-ED (5341 Industrial Oakes Blvd., Austin, TX 78735)

Stowitschek, J. J., & Salzberg, C. L. (1987). Job success for handicapped youth: A social protocol curriculum. Reston, VA: Council for Exceptional Children.

Summers, J. A. (Ed.) (1986). The right to grow up: An introduction to adults with developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

Trapani, C. (1990). Transition goals for adolescents with learning disabilities. Boston: A College-Hill Publication, Little, Brown and Company.

Valletutti, P. J., & Bender, M. (1982). Teaching interpersonal and community living skills: A curriculum model for handicapped adolescents and adults. Baltimore, MD: University Park Press.

Wehman, P., & McLaughlin, P. J. (1980). Vocational curriculum for developmentally disabled persons. Baltimore: University Park Press.

Wehman, P., Moon, M. S., Everson, J. M., Wood, W., & Barcus, J. M. (1987). Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD. Paul H. Brookes Publishing Co.

Wehman, P., & Moon, M. S. (Eds.) (1988). Vocational rehabilitation and supported employment. Baltimore: Paul H. Brookes Publishing Co.

Wehman, P., Wood, W., Everson, J. M., Goodwyn, R., & Conley, S. (1988). Vocational education for multihandicapped youth with cerebral palsy. Baltimore: Paul H. Brookes Publishing Co.

Wilcox, B., & Bellamy, T. G. (Eds.) (1982). Design of high school programs for severely handicapped students. Baltimore: Paul H. Brookes Publishing.

Wilcox, B., & Bellamy, G. T. (1987). The activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

Wilcox, B., & Bellamy, G. T. (1987). A comprehensive guide to The Activities Catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

Wircenski, J. L. (1982). Employability skills for the special needs learner: An integrated program of reading, math, and daily living skills. Rockville, MD: Aspen

DIRECTORIES

Kallemback, S. C. (ND). The directory of human resources to better serve learners with special needs in vocational education. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

This directory contains names and addresses of contact persons in state and national agencies, associations, and organizations. Also, it lists clearinghouses, centers

for education information, curriculum centers, computer-based information networks, and databases.

Kallembach, S. C. (ND). Resources to facilitate the transition of learners with special needs from school-to-work or postsecondary education. Berkeley, University of California, National Center for Research in Vocational Education (1995 University Avenue, Suite 375, Berkeley, CA 94704)

This manuscript presents information which will assist state and local administrators of vocational special needs programs, special needs educators, and researchers in addressing the transition of special needs students to the workplace.

JOURNAL (SPECIAL) ISSUES

Like books, special issues of nationally refereed journals provide an excellent resource for the subject matter under consideration. Below are listed the transition-related special issues included in this Literature Resource. In many cases, the individual articles are cited and described elsewhere in this document. However, such is not the case for all articles in these special issues. As such, the user will want to peruse in each special issue the table of content to identify articles of special interest. Finally, the proceedings from an international conference on transition is included in this section. As noted, this special document includes 87 abstracts of papers presented.

Brown, J. M., & Kayser, T. F. (Eds.) (1981). Transitioning special needs students into postsecondary vocational programs. [Special Issue]. Career Development for Exceptional Individuals, 4.

This special journal issue addresses the transition process and issues and questions regarding the efficacy of the process. In addition, the compilation of papers, which resulted from a national symposium, cover a wide range of topics including major issues, goals, and suggestions for future research directions in transition. The titles of the articles are:

1. Articulation: Enhancing Special Needs Students' Transitions From Secondary to Postsecondary Vocational Education Programs
2. Does the Federal Vocational Education Legal Framework Hinder the Delivery of Programs for Special Needs Populations?
3. Some Future Legal Issues for Special Needs Populations
4. Problems Associated with Handicapped Individuals' Accessing Education, Training, and Employment Programs: A National Perspective
5. IEPs as Articulation Facilitators

Career and vocational education in special education. Teaching Exceptional Children, Summer, 1983.

1. Career Education: A Brief Overview
2. Career Development of Exceptional Individuals
3. It's Elementary: Career Education Activities for Mildly Handicapped Students
4. Directions for the 80's: Vocational Preparation for Secondary Mildly Handicapped Students
5. Career Education: People and Programs Working Together
6. A Curriculum-Based Approach to Vocational Assessment
7. Toward the Employability of Severely Handicapped Children and Youth
8. Issues in Career Choice for Gifted Students

Cipani, E. (Ed.) (1988). Transitioning exceptional children and youth into the community: Research and practice. [Special Issue]. Child & Youth Services, 10(2).

This special issue has seven special articles divided into three major sections: (a) Overview, (b) Issues in Assessment and Training, and (c) theory, Research, and Practice. The titles of the seven articles are:

1. Historical and Philosophical Issues in Normalization of Handicapped Individuals
2. Measurement of Adaptive Behavior: Origins, Trends, and Issues
3. Functional Skills and Behavior Technology: Identifying What to Train and How to Train it
4. Teaching and Training Relevant Community Skills to Mentally Retarded Persons
5. Research and Practice in Three Areas of Social Competence: Social Assertion, Interviewing Skills, and Conversational Ability
6. Leisure and Recreation of Exceptional Children: Theory and Practice
7. Research and Trends in Employment of Adolescents with Handicaps

Clark, G. M., & Knowlton, H. E. (1987). The transition from school to adult life. [Special issue]. Exceptional Children, 53(6).

This special issue has eleven special articles divided into three major sections: (a) Models, Programs, and Data, (b) Cooperative Interagency Planning and Collaboration, and (c) Perspectives on Transition. The titles of the eleven articles are:

1. Secondary Special Education and Transition from School to Work: A National Priority
2. Implementing Federal Transition Initiatives for Youths with Severe Handicaps: The Utah Community-Based Transition Project

3. Adaptability Instruction: The Goal of Transitional Programming
4. Transition Services for Secondary Students with Mild Disabilities: A Statewide Perspective
5. Findings from the STETS Transitional Employment Demonstration
6. Meeting the Challenge of Transition Service Planning Through Improved Interagency Cooperation
7. The School and Community Partnership: Planning Transition for Students with Severe Handicaps
8. Assessing Transition Services for Handicapped Youth: A Cooperative Interagency Approach
9. From School to Adult Living: A Forum on Issues and Trends
10. Secondary Programs in Special Education: Are Many of them Justifiable?
11. Transition Issues for the 1990s.

Elrod, G. F. (Ed.) (1987). Transition-related assessment. [Special Issue]. Diagnostique, 12(3-4).

This special issue has nine special articles, the titles of which are:

1. Transition-Related Assessment: The Foundation of Preparation for Postsecondary Success
2. the Life-Centered Career Education (LCCE) Inventory: A Curriculum-Based, Criterion-Related Assessment Instrument
3. Project CO-OP: A Model for Assessing Job Requirements, Trainee Skills, and Job-Trainee Matches for People with Moderate to Profound Handicaps
4. Vocational Education for Special Needs Students: Linking Vocational Assessment and Support
5. New Roles for Educational Diagnosticians in Vocational/Career Assessment: An Interview with Cleborne Maddux
6. Transition Assessment in Rural Areas
7. Assessing Transition: An Inquiry Concerning Decision Making
8. Career Assessment and Transition through School to Adult Life
9. The Association Between Handicapped Student Self-Ratings and Vocational Teacher Ratings of Generalizable Communications Skills

International Conference on the Decade of the Disabled: Transition to Work & Life (1985). Proceedings of the Third international Conference of the Division on Career Development, The Council for Exceptional Children, Las Vegas, Nevada, October 9-12, 1985.

The 87 abstracts contained in this proceedings document represent a majority of the presentations and focus on several aspects of the transition process, including (a)

career and vocational assessment, (b) current transition efforts, (c) personnel preparation, (d) social skills, and (e) business industry linkages. Abstracts of each paper delivered are presented.

Stodden, R. A. (Guest Editor) (Fall, 1986). Vocational assessment Career Development for Exceptional Individuals. [special issue]. 2(9).

The nine invited articles for this special issue are titled:

1. Vocational Introduction: An Introduction
2. Work and Performance Sample for Vocational Assessment of Special Students: A Critical Review
3. The Validation of Generalizable Mathematics Skills of Mildly Handicapped Students
4. Guidelines for Assessing Job-Related Social skills of Mildly Handicapped Students
5. Use of Vocational Evaluation Recommendations in Selected Public School Settings
6. Measuring the Impact of Vocational Assessment Activities upon Program Decisions
7. Curriculum-Based Vocational Assessment: A Viable Response to a School-Based Service Delivery Issue
8. A Curriculum-Based Vocational Assessment Procedure: Addressing the School-to-Work Transition Needs of Secondary Schools
9. The Role of Assessment in Transitional, Supported Employment

FEDERALLY FUNDED PROJECTS

Gonzalez, P. A., Carren, M. S., & Lai, Y. (1990). Compendium of project profiles 1990. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325).

This monograph is a directory of both current and newly expired Secondary and Transition Initiative projects funded under the Office of Special Education and Rehabilitative Services (OSERS).

Rugg, D. (1989). Compendium of Project Profiles. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute (217-333-2325)

This monograph is a directory of both current and newly expired Secondary and Transition Initiative projects funded under the Office of Special Education and Rehabilitative Services (OSERS).

LITERATURE DOCUMENTS

Also see: BOOKS and JOURNAL (SPECIAL) ISSUES

Harnisch, D. L., & Fisher, A. T. (1989). Transition literature review: Education, employment, and independent living outcomes. University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute.

This monograph provides researchers, policy analysts, and practitioners with a review of documents that focus on education, employment, and independent living outcomes across ten handicapping conditions.

Leach, L. N., & Harmon, A. S. (1987). Annotated bibliography on transition from school to work (Volume 2). University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute.

This is the second literature volume produced through the National Institute on Transition at Illinois. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, dissertations, videocassette recordings, and bibliographies.

Leach, L. N., & Harmon, A. S. (1988). Annotated bibliography on transition from school to work (Volume 3). University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute.

This is the third literature volume produced through the National Institute on Transition at Illinois. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, dissertations, videocassette recordings, and bibliographies.

Leach, L. N., & Harmon, A. S. (1989). Annotated bibliography on transition from school to work (Volume 4). University of Illinois at Urbanana-Champaign: Secondary Transition Intervention Effectiveness Institute.

This is the fourth literature volume produced through the National Institute on Transition at Illinois. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, dissertations, videocassette recordings, and bibliographies.

Wurtz, R. P. (1986). Transitional employment and supported work: A partial annotated bibliography. Menomonie, Wisconsin: Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Resources, University of Wisconsin-Stout.

This literature reference is unique in that the documents cited in the bibliography can be borrowed from the Material Development Center. In essence, there is no charge to the borrower for up to five copies per citation (reader pays return postage).

NATIONAL TRANSITION INSTITUTE

The Transition Institute at Illinois, which is also referred to as the Secondary Transition Intervention Effectiveness Institute, is nationally funded and into its second, five year cycle. A major purpose of the Institute is to provide national leadership with regards to the transition initiative. One of Institute's informative resources is the newsletter entitled Interchange. In addition to this resource, staff have produced a series of monographs. These documents are listed below by title only. The annotations for each, however, can be found elsewhere in this manuscript under the appropriate category. The address for these, as well as Interchange, is University of Illinois at Urbana-Champaign, 110 Education Building, 1310 South Sixth Street, Champaign, IL 61820.

Chadsey-Rusch, J., & Hanley-Maxwell, C. (Eds.) (ND). Enhancing transition from school to the workplace for handicapped youth: Personnel preparation implications.

DeStefano, L., Linn, R., & Markward, M. (1987). Review of student assessment instruments and practices in use in secondary/transition projects.

DeSteffano, L., & Snauwaert, D. (1989). A value-critical approach to transition policy analysis.

Gonzalez, P. A., Carren, M. S., & Lai, Y. (1990). Compendium of project profiles 1990.

Harnisch, D. L., & Fisher, A. T. (1989). Digest on youth in transition.

Harnisch, D. L., & Fisher, A. T. (1989). Transition literature review: Education, employment, and independent living outcomes.

Leach, L. N., & Harmon, A. S. (1987). Annotated bibliography on transition from school to work.

Leach, L. N., & Harmon, A. S. (1988). Annotated bibliography on transition from school to work (Volume 3).

Leach, L. N., & Harmon, A. S. (1989). Annotated bibliography on transition from school to work (Volume 4).

Rusch, F. R. (1990). Research in secondary special education and transitional employment.

Rugg, D. (1989). Compendium of Project Profiles.

Stake, R. E., Denny, T., DeStefano, L. (1989). Perceptions of effectiveness: Two case studies of transition model programs.